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# Pupil Control Ideology and Pluralistic Ignorance in a Residential Facility for the Hearing Impaired: Hearing and Non-Hearing Teacher Perspectives.

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PUPIL CONTROL IDEOLOGY AND PLURALISTIC IGNORANCE IN A  
RESIDENTIAL FACILITY FOR THE HEARING IMPAIRED: HEARING AND  
NON-HEARING TEACHER PERSPECTIVES

*The Louisiana State University and Agricultural and Mechanical Col.*

PH.D. 1985

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**PUPIL CONTROL IDEOLOGY AND PLURALISTIC IGNORANCE IN  
A RESIDENTIAL FACILITY FOR THE HEARING IMPAIRED:  
HEARING AND NON-HEARING TEACHER PERSPECTIVES**

**A Dissertation**

**Submitted to the Graduate Faculty of the  
Louisiana State University and  
Agricultural and Mechanical College  
in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy**

**in**

**The Department of Administrative  
and Foundational Services**

**by**

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## ABSTRACT

The study's purpose was to examine variation in pupil control ideology (PCI) and existence of pluralistic ignorance in a school for the deaf. Participant observation, survey administration, and ethnographic interview techniques were related to nine hypotheses focused upon informal group structures of hearing and non-hearing teachers within the school culture.

The hypotheses were: 1. Hearing teachers will perceive PCI of non-hearing teachers as more custodial than non-hearing teachers report. 2. Non-hearing teachers will perceive PCI of hearing teachers as more custodial than hearing teachers report. 3. Hearing teachers will perceive hearing teachers' PCI as less custodial than non-hearing teachers' PCI. 4. Non-hearing teachers will perceive non-hearing teachers' PCI as more custodial PCI than hearing teachers' PCI. 5. Teachers will perceive PCI of teachers in their informal group as more custodial than those teachers' self PCIs. 6. Teachers will more accurately perceive PCI of teachers in their informal group than PCI of teachers outside their informal group. 7. There will be a positive relationship between individual teacher's PCI and perceived PCI of teachers within the informal group. 8. There will be a positive relationship between individual teacher's PCI and perceived PCI of teachers outside the informal group. 9. There will be a closer association between the teacher's perception of his informal group and the teacher's self PCI than the teacher's perception of PCI of teachers outside the informal group and that teacher's self PCI.

Three versions of PCI were administered and collected from 118 teachers. Each teacher indicated his personal PCI, PCI perceptions of hearing teachers, and PCI perceptions of non-hearing teachers.

The Bonferroni method was applied to tests of Hypotheses 1-6, the Pearson product moment correlation coefficient to Hypotheses 7-8, and a t test for dependent correlation coefficients to Hypothesis 9.

Statistical and qualitative data indicated: 1. pluralistic ignorance exists as a normative structure of teacher interactions in the setting examined; 2. non-hearing teachers hold, and are perceived as holding, more custodial views than hearing teachers; and 3. teachers tend to be influenced in their PCI by the informal group, particularly non-hearing teachers.

## CHAPTER I

### INTRODUCTION AND OVERVIEW OF THE STUDY

A cacophony of sounds and images overwhelms a person who enters a school building for the first time after many years. The loud sound of a buzzer or bell unleashes a din created by teachers and students as they burst out of the class on cue. A staccato of familiar sounds fills the hallways. Locker doors open. Materials and books are dropped and retrieved. Doors are slammed or crunched into closing. Laughter, banter, taunts, chortles, and commands erupt from students and teachers alike. Amidst this hallway crescendo, teachers attempt to bring order to possible chaos. A second bell or buzzer has an immediate effect in breaking this din. In a matter of moments, these same hallways become tomblike. A solitary student may be seen, with a precarious grasp on his books and papers, lunging for a door being slowly closed by a knowing teacher.

Once in the classroom, one sees and hears other scenarios being played. Groups of students in their last bits of conversation before their autonomy is invaded by the teacher's attempt to gain the control necessary for instruction to proceed. When the situation is in command, the teacher can begin to teach, using a sequence of mediated devices and ploys, with the ultimate design of imparting concepts related to a pre-specified curriculum. Two subcultures, that of teachers and that of students, confront each other during the learning cycle. This cycle is broken again

by the sound of the bell or buzzer. Mutual sighs of relief may be heard emanating from students and teachers before the next instructional encounter takes place a few minutes later.

Invariably, these vignettes occur within a regular public school setting. Classroom settings with exceptional children and their specially educated teachers are less common. These experiences and memories are understandably restricted to those who have been directly involved in this field of education. Whenever an individual enters a special education facility for the first time, his immediate perceptions are often accompanied by a sense of apprehension and even fear. This feeling of anxiety is often the result of the opinions of others, encounters with the handicapped in the outside world, or impressions generated from what has been presented on television or in film.

Residential schools for the deaf, when entered for the first time, produce a wide variety of images and impressions. Surprisingly, many individuals will misperceive the inhabitants almost completely. For example, many persons have the initial impression that such a setting is quiet. This is far from being the case. A bell will sound and be accompanied by a series of flashing lights. Students fill the halls almost immediately. Laughter, signed banter, taunts, chortles, and provocations can be seen as well as heard. Lockers are opened and slammed shut as in any school hallway. Students rush to class before the second bell is seen via flashing lights. Teachers can be readily seen amidst

this uniquely characteristic auditory-visual din using demonstrative signs and gestures, as if herding the students into class. Doors close and the first "silence" overtakes the hallway. Inside the classroom, students are attempting to maintain their last vestige of autonomy in the face of repeated visually-based attempts to secure their attention before instruction begins. As in regular public school settings, the struggle for necessary control emerges as a dominant factor in teacher-student interaction patterns in the school social system.

#### The Total Institution and Pupil Control

Carlson (1964), in an examination of environmental constraints and organizational consequences in public schools, points out the salience of client control as part of organization survival. He contends that the public school system is invested with a service function similar to that of prisons and mental institutions, organizations having little or no prerogatives in the selection of clients for participation in the organizations. Carlson concludes that school organizations, like prisons and mental institutions, have both mandated participation and unselected clients, and are likely to be confronted with clients who have little or no choice about utilizing services of that organization - a factor which accentuates the need for client control. In spite of their adaptation of Carlson's model for the classification of service arrangements found in schools, Willower, Eidell and Hoy advise caution when comparing schools with prisons and mental



institutions. The basis for these cautionary statements is that the latter organizations are "total institutions and schools are not" (1967, p. 4).

The conceptual framework of the total institution was developed by Goffman (1961) in his sociological treatment of staff-client relationships as found in mental health facilities. Goffman defines the total institution as:

...a place of residence and work where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, lead an enclosed formally administered round-of-life..."a social hybrid, part residential community, part formal organization..." (p. 12).

Continuing with this social system perspective, Goffman notes several central features of the total institution: 1) all aspects of life are conducted in the same place under a single authority; 2) each phase of the members' daily activities is rigidly scheduled, with one activity leading to another at pre-arranged times; 3) various enforced activities occur in accordance with a unified, rational plan purportedly designed to fulfill the official aims of the institution; and 4) a basic split between a large managed group, conveniently called inmates, and a small supervisory professional staff, who (unlike the clients) are integrated with the outside world.

The critical feature of the structural arrangements of total institutions, particularly staff-staff and staff-client interactions, is the pervasiveness of client control in

organizational relationships (Goffman, 1961, Scull, 1977).

According to Willower, Eidell and Hoy (1967), these perspectives of organizational relationships furnish valuable clues to those interested in utilizing such perspectives in the study of schools. They urge that pupil control is of considerable import in the life of public schools, as inmate control is in prisons and mental health facilities. As control structures or normative patterns vary among different school organizations and staff members, an analysis of school organization orientations or ideology toward pupil control can serve as a description of school social interaction patterns.

The conceptual basis for pupil control research begins with Willower and Jones (1963) and Willower, Eidell, and Hoy (1967). They postulate a pupil control continuum from humanistic to custodial. These terms refer to contrasting types of school staff ideology representative of an educator's views concerning the rights and status of students. A custodial pupil control ideology is exemplified by an orientation which emphasizes the maintenance of order, a general distrust of students, and a moralistic approach to pupil control. A humanistic ideology is, by contrast, an accepting, trustful orientation toward pupils and a generally optimistic perspective regarding the students' ability to be self-disciplining and responsible (Packard and Willower, 1972).

The operational definition of pupil control ideology (PCI) is provided in the form of an instrument, the Pupil Control Ideology

Form, which is used to estimate the pupil control orientation of school personnel (Willower, Eidell, and Hoy, 1967). The instrument has been conceptualized along a continuum ranging from "custodialism" at one extreme to "humanism" at the other. This operational measure consists of twenty items with five response categories for each item ranging from "strongly agree" to "strongly disagree." The scoring range is from 20 to 100: the higher the score the more custodial the respondent.

The basic feature of this pupil control ideology measurement is its attention to the school social system structures that serve to reduce uncertainty and enhance organizational stability. These include norms in the teacher group that sustain the maintenance of social distance between teachers and students; routinization and status obeisance for its own sake to promote the universalistic treatment of students; and the controlled inspection of the school (Willower, 1974). In other words, there is considerable pressure among faculty members to present a unified front to guard against organization problems which may occur from a breakdown of pupil control (Packard and Willower, 1972).

One body of research indicates that differences in pupil control are related to organizational position and school level (Long, 1982; McAndrews, 1971; Packard and Willower 1972; Willower and Landis, 1970; Yuskiewicz and Willower, 1973). Teachers are shown to be more custodial in their pupil control orientation than principals or counselors. Secondary level teachers and

administrative personnel are found to be more custodial in ideology than their elementary level counterparts.

Packard (1970) initiated a parallel line of research that demonstrates there are school social system dynamics in which large numbers of individuals misperceive norms, attitudes and ideologies of other groups. He describes this phenomenon as "pluralistic ignorance" (p. 11). Its occurrence appears to be related to public and private expression of viewpoints similar to the on-stage/off-stage behavior of individuals in social settings described by Goffman (1959).

The architectural and social barriers common to school organizations serve to minimize the opportunities in which to observe colleagues in other than high-visibility situations (Packard and Willower, 1972). Examples of such barriers include the public inaccessibility of teachers behind their classroom doors or the presence of rigidly scheduled classes (which limit social exchange opportunities with colleagues). These barriers generally preclude the observation of private behaviors which may deviate from teacher group norms enjoining strictness and the maintenance of social distance with students. In contrast, teachers' public behavior is most likely to suggest support for pupil control norms in spite of their personal beliefs. In such a situation, the public attitude of the school staff may be interpreted as being supportive of the tacitly stated norms; however, an examination of private ideologies may prove otherwise. As a result, teachers may

think their colleagues hold more custodial pupil control ideologies than is actually the case.

As noted earlier, the "total institution" paradigm provides the substantive architectural and social structural basis for the conceptual framework of pupil control ideology as a method of school social system analysis. However, the total institution concept, along with its corollary organizational structures, has yet to be operationalized in pupil control ideology research. Understandably, the paucity of appropriate educational settings which have structures generally found in high-security organizations contributes to this research void. However, deaf education facilities have been virtually untapped as settings for research in this area in spite of their apparent appropriateness in terms of structural arrangements designed to provide educational, rehabilitation, and social services for their inhabitants.

Several historical and biographical studies (Bender 1970; Blevins, 1981; Gannon, 1981; Marvelli, 1974) with a special education focus offer substantial evidence that residential schools (originally named asylums) for the hearing impaired were, and most still are, total institutions as conceptualized by Goffman (1961). That is, schools for the deaf contain a large group of like-handicapped individuals domiciled in educational-institutional settings from early infancy through adulthood. This large student/client group is contrasted with a small, collegial group which is internally stratified in a finely graded rank order with

upper and lower levels of administrative personnel, instructional staff and support services, and post-instructional caretaking employees. In addition to being part residential community and part formal organization, residential schools for the hearing impaired have limited client selection prerogatives (Schildroth, 1980; Salem and Herward, 1978), thereby strengthening their classification as a total institution. Similar to both total institutions and regular public educational organizations, residential schools for the deaf provide services to clients/students who have mixed feelings about the services of that organization - a major postulate of the pupil control ideology research (see Willower, Eidell and Hoy, 1967).

Several reports of survey research of programs and services for the hearing impaired throughout the United States (Bender, 1970; Brill, 1970; Gannon, 1981; Giangreco and Giangreco, 1970) indicate residential schools may fall into the category of "social hybrids" (Goffman, 1961, p. 12) as facilities which provide round-the-clock education, habilitation, and custodial services for students. Similar to Goffman's total institution inhabitants (1961), residential schools for the deaf have former client/students, namely hearing impaired professionals, caretaking, and custodial personnel, in staff capacities. In a demographic study, Jansema (1979) found that hearing impaired teachers comprise fifteen percent of the professional staff of residential programs for the hearing impaired.

This unique school personnel pattern, characterized by a teacher subculture comprised of a significant segment of a professional deaf culture, offers a social interaction context which may have significant implications for the process of education. An important social interaction context for teachers in residential facilities for the deaf is the control of students. While there are multiple alternatives for inquiry in this area, there is a need to examine the pupil control ideologies of hearing and non-hearing teachers in the context of the ultimate goals for deaf students. Whereas both groups of teachers might claim that their overall goal is to prepare the deaf student for eventual entry into the hearing world, differences may involve the additional expectation of non-hearing teachers that students be prepared for participation in the non-hearing world or the deaf community (Freeman, Carbon, Beese, 1981; Scouten, 1984). This additional student goal perspective would appear to have implications for the belief systems or ideology within the teacher subculture toward the control of students. It is one social system construct which has, heretofore, been virtually unexplored in the educational and sociological research literature.

#### Study Problem

There is considerable evidence which suggests that pupil control problems are a pervasive feature in the social system dynamics of school organizations. There is also a substantial body of research which indicates that pupil control norms are a feature

of the teacher subculture that impacts upon a variety of role relationships and activities in schools. A related area of pupil control research suggests there are situations in school settings in which educators misperceive norms, attitudes and ideologies of their professional colleagues. This phenomenon is described as "pluralistic ignorance" (Packard, 1970, p. 11). Again, this social structure exists when architectural and social barriers nurture "on-stage" behaviors for public viewing which may not coincide with off-stage behaviors exhibited in private settings. The constructs of pupil control ideology and pluralistic ignorance appear to have particular application to the study of teacher subculture interaction patterns in residential schools for the deaf.

The problem addressed in this study is the variation in pupil control ideology between hearing and non-hearing teachers, particularly with respect to a construct called pluralistic ignorance. An analysis of the teacher subculture was conducted through tests of hypotheses relative to the pupil control ideology and pluralistic ignorance of subculture participants.

### Field Study

In February and March, 1985, a limited field study was conducted to explore the teacher subculture patterns related to the control of students in one total institution setting, a residential school for the deaf. The specific purpose of that investigation was to collect information as a participant observer which would lead to a fuller understanding of the pupil control beliefs in this



setting and to assist in the specification of hypotheses for the larger study. Of particular interest are the intergroup/personal patterns toward the control of students between two segments of the teacher subculture, hearing and non-hearing teachers.

This researcher has been immersed within the teacher subculture in schools for the hearing impaired for more than a decade. Serving in the capacity of a teacher, instructional supervisor, and educational consultant, he has gained several role/participant perspectives and a current biography regarding the patterns or structures which organize social system behaviors in these settings. Moreover, having hearing impaired parents enabled this researcher to gain an intimate understanding of the problems associated with deafness from his earliest years. This unique background experience or remote biography provided this investigator with the cultural insights, attributes, and communication skills which provides not only an accessibility to the deaf culture at large, but also a researcher's empathy for the social interaction patterns in the total institution setting.

Lofland and Lofland (1984) described current and remote biography as vital components of the naturalistic inquiry process. According to these sociologists, current biography relates to "a job, a physical mishap, the development, loss or maintenance of an intimate relationship; as a living arrangement which provide the individual with a motive or interest in research" (p. 7). These incidents of current biography provided the researcher with the

physical and/or psychological access to social settings which furnish the springboard for meaningful qualitative research. In contrast, these researchers characterize remote biography as an investigator's concern for social analysis which may arise from incidents of personal history - of residence, ethnicity, gender, sexual preference, past identities, family customs, and so forth.

Using participant observation techniques recommended by Spradley (1978) and Lofland and Lofland (1984), for a period of approximately two months, events (e.g., lunch periods, students and teachers passing from one classroom to another, assemblies, and classroom instruction) were observed, and behaviors and actions were recorded. A substantial number of descriptive observations were reviewed, categorized, and analyzed. As a result, several stable patterns emerged which support the proposition that there are clearly differentiated student control beliefs and on-stage and off-stage behaviors exhibited by hearing and non-hearing teachers in this residential setting.

The initial contrast between hearing and non-hearing teachers was in the ecological arrangements found in their respective classrooms as seen in observations of approximately eighty classrooms. Nearly eighty percent of the non-hearing staff have similar ecological arrangements. That is, the most apt description is one of austerity. Visual distractions are minimal, and decorations are sparse to non-existent. Tersely worded rules and regulations are located at the "dark recesses" of each classroom.

Several classrooms have bulletin boards with newspaper clippings of deaf accomplishments, local and nationwide. Invariably, seating arrangements consist of student desks and chairs in a semi-circle or horseshoe configuration. At the opening of each semi-circle, a teacher's desk, podium or blackboard can be found.

When non-hearing teachers were questioned about the apparent pervasive preference for the semi-circle classroom seating arrangement, their consensus opinion reflected their personal and professional background experiences. Personal opinions consist of statements such as "this is the way I learned when growing up", "the deaf child needs little visual distraction", "it helps to keep their attention", "too much decorations interfere with learning", "bothers children", or "decorations set them off." Professional explanations, though varied, can be characterized by one teacher's comment: "that's the way we learned in teacher training."

The non-hearing teachers reported that they were consistently being reproached by their respective principals for the austere appearance of their classrooms. In spite of their arguments that "too much visual distraction interfered with the learning of students," these teachers complied grudgingly. In these cases, a minimally decorated area could be found in various sequestered locations in each classroom.

Classroom operations for the non-hearing teacher are uniquely characteristic. Students appear to be quiet as they enter the classroom setting. Instruction generally takes considerably more

time to get started. Students tend to tell their teacher about personal problems with other teachers prior to beginning the instructional period. Here, the teacher engages in interpersonal communication, often at the expense of instruction, but the students appear to enjoy this dalliance. The non-hearing teachers do not appear to mind these "artful excursions" created by the students.

In terms of interactional dynamics between non-hearing teacher and students, the "noise" level in these classrooms is demonstrably lower than that observed in classrooms of their hearing counterparts. Further, there appears to be a different approach to discipline. Students seem to follow a tacit protocol for getting attention from their teacher. Only handwaving, making a trip to the teacher's desk, or tapping the shoulder of the instructor accompanied by an "excuse me" are permitted in non-hearing settings. Any deviation from this protocol is met with either stern disapproval or a "looking through the student as if invisible" until the correct attention-getting procedure is initiated, often accompanied with "I'm sorry" and an appropriately contrite facial expression. This is generally met by the teacher with a raised eyebrow and nod connoting the expression "that's better."

Once classroom instruction begins, the non-hearing teacher appears to be scanning the room for potential problems to occur. Whether the students' conversations were signed quickly or away

from view, the non-hearing teacher seems to be quite aware of what takes place between students in the classroom. In the words of one deaf instructor, "we see the problem beforehand and know why it happened." As a result of this perceptive facility, the hearing impaired teachers, being, as one investigator noted, "better visual attenders" (Martin, 1981, p. 16), seem to be able to detect the "precipitative byplay" occurring between deaf students in the classroom, hence may be better able to prevent problems at the outset.

When the observer enters the classroom of a hearing teacher, a marked contrast from the non-hearing teacher's classroom becomes apparent. "Colorfully sloganesque" or "kaleidoscopic" classroom rules, regulations, and exhortive phrases are visually prominent. Posters and other commercially available materials are manifest. Organization and orderly arrangement of materials appear to be less important. Blackboards invariably contain written statements and directions which meet the student upon approach. The appearance of organizational clutter suggests carryover into teaching methods. However, the English language, in the form of words, phrases, and directive statements, though noticeable, generally goes unheeded by students.

Classroom operations for the hearing teachers appear to be significantly different from those of their non-hearing counterparts. A striking contrast is the noise level when one enters such a setting. Student sounds such as yelling, pounding tables, grunting, and other speech approximations are attempts to

secure the attention of teachers and other students. Hearing teachers seem to ignore the "precipitative byplay" which occurs between students, only to be forced to resolve escalated student conflicts resultant from the byplay of "picking." When resolving classroom disputes, the hearing teachers generally overlook lower-level "picking" between students and respond only to secondary sources of information. Deaf students can be seen "squealing" or blaming others, and the hearing teacher has to ferret out the truth from these secondary sources of behavior which by then have become drawn out. Often, the researcher gained the impression that the hearing teacher misses what is being communicated between students and often has to ask the students themselves for interpretations of their wants or conversations. At times, the students manipulate classroom environment as much as the teacher does.

An ecological contrast is also made apparent as the observer moves from one hearing teacher classroom to another. More than seventy percent of the classrooms have three rows of desks facing the blackboard, randomly scattered configurations about the room without apparent order, or pairs of desks facing one another. Teachers' desks appear to be placed without a discernible pattern, but rather randomly situated about the room. Seldom are the hearing teachers observed sitting at their respective desks; they appear to be "everywhere at once." This movement seems to be generalized into instruction time as hearing teachers appear to

take to the task of teaching much more readily than their non-hearing counterparts. While these off-stage behaviors of the teachers just described may not be observed due to the architectural and social barriers created by the classroom, the on-stage behaviors of teachers were clearly evident.

Two clearly differentiated pupil control patterns emerge. For the non-hearing teacher, initiative and even vigilance in correcting student misbehaviors or improprieties is commonplace. A personal interest in a future member of the deaf community appears to be the prime mover behind this vigilant posture. As one non-hearing teacher reports, "we have to show them they are embarrassing all of us." A typical scene might be a non-hearing teacher's berating a pair of students for a public display of affection; providing a demonstration of proper behavior; or sending the students to their respective classes.

The on-stage behavior of hearing teachers might be characterized as "selective salutary neglect." In general, hearing teachers tended to ignore student maladaptive behaviors or improprieties. Oftentimes, a teacher would make a negative or sarcastic remark to a colleague and overlook the situation. As one teacher remarked to this researcher's query about the perhaps overly strict public posture of the hearing impaired teacher, "what do you expect, kids do the same all over!" According to one non-hearing teacher, the "hearies [hearing teachers] either ignore everything or pick on students they don't like." Another

non-hearing teacher observed that "it's hard for the hearing to act as role models because they view deafness in terms of a handicap rather than a basis for potential."

In summary, observations made during the field study indicate the existence of a pupil control structure in total institution settings similar to those found in regular education settings. Teacher subculture norms in both education environments focus on strictness toward students and the maintenance of social distance. However, control structures observed in this residential setting appear differentiated within the teacher subculture. Hearing teachers appear to be less student control oriented than their non-hearing teacher counterparts. The on-stage or visible behaviors of hearing teachers appear to be more lenient when compared to those of non-hearing teachers, who seem to enjoin a public posture of strictness toward students. This field study data provided the basis for the generation of hypotheses concerning differentiated study of control beliefs based upon the observed behaviors of hearing and non-hearing teachers.

### Hypothesis Development

Earlier research by Packard (1970) and Packard and Willower (1972) described the phenomenon of pluralistic ignorance of pupil control ideology in public school settings. There appears to be ample field data that this may occur in residential schools for the deaf. Similar to the regular educational settings described in Packard's study (1970), the residential setting has architectural



and social barriers which limit opportunities to observe colleagues in other than high visibility settings. Teacher behaviors in visible areas such as hallways, cafeterias, and assemblies tend to foster a public impression of strictness toward student control. Also, teacher behaviors in less visible areas are likely to reflect personal beliefs which may be more lenient than the prevailing norm. Hence, the phenomenon of pluralistic ignorance is likely to occur in both regular education and in a total institution. However, as noted earlier, information gathered during the exploratory field study indicates a possible discrepancy of pupil control beliefs and practices between hearing and non-hearing teachers in a total institution - a residential school for the deaf. These differences are noted in the following hypotheses:

- H<sub>1</sub> Hearing teachers will perceive the PCI of typical non-hearing teachers to be more custodial than non-hearing teachers will report themselves.
- H<sub>2</sub> Non-hearing teachers will perceive the PCI of typical hearing teachers to be more custodial than the hearing teachers will report themselves.
- H<sub>3</sub> Hearing teachers will perceive the typical hearing teacher's PCI to be less custodial than their perception of the typical non-hearing teacher's PCI.
- H<sub>4</sub> Non-hearing teachers will perceive the typical non-hearing teacher's PCI to be more custodial than their perception of the typical hearing teacher's PCI.

Based upon the observations conducted during the field study, informal group membership patterns were found to be graphically simple. Whether the setting was a student assembly, lunch period, faculty meeting, or a school-wide in-service workshop, informal group constellations remained stable. Hearing teachers preferred collegial relationships with other hearing teachers, and non-hearing teachers preferred to be associated with other non-hearing teachers. Although there was evidence of intergroup mingling, these "crossover excursions" invariably occurred at the outset of a given school event. For example, the hearing and non-hearing teachers were often observed communicating with one another at the beginning of staff meetings, only to return to their respective informal groups (hearing or non-hearing) once the school event was underway. The field study data provided the rationale for the analysis of pluralistic ignorance patterns amidst informal groups within the teacher subculture as originally investigated by Salerno and Willower (1975).

As reported in Packard's study (1970), all teachers perceived their colleagues or the "typical teacher" to be more custodial than they reported themselves. This basic pluralistic ignorance hypothesis within informal groups is presented as follows:

- H<sub>5</sub> Teachers will perceive the PCI of the typical teacher in their informal group to be more custodial than those teachers' actual PCI.

While pluralistic ignorance existed in school settings, this attribution focus decreased with the distance between social system participants (Salerno and Willower, 1975). In other words, the closer the relationships among the informal group members, the lesser the degree of pluralistic ignorance. The following hypotheses are a replication of this earlier pluralistic ignorance study adapted to the informal group structures observed in a total institution setting:

- H<sub>6</sub> Teachers will more accurately perceive the PCI of the typical teacher in their informal group than they will perceive the PCI of the typical teacher outside of their informal group.
- H<sub>7</sub> There will be a positive relationship between the individual teacher's PCI and his perception of the PCI of the members of his informal group.
- H<sub>8</sub> There will be a positive relationship between the individual teacher's PCI and his perception of the PCI of members outside of his informal group.

It is hypothesized that there is a closer association between the individual teacher's perception of the informal group and the individual teacher's actual PCI than between the individual teacher's perception of the PCI and teachers in the other subcultural group. Specifically, non-hearing teachers' beliefs regarding pupil control should be more aligned with the beliefs of their non-hearing colleagues than with those of their hearing

teacher colleagues. And, in contrast, hearing teachers' views, relative to pupil control, should be closer to those of their hearing colleagues than their non-hearing counterparts. The final hypothesis of this study is:

- H<sub>9</sub> There will be a closer association between the individual teacher's perception of his informal group and the individual teacher's PCI than the individual teacher's perception of the PCI of other teachers (outside the informal group) in the school and the individual teacher's actual PCI.

### Definitions

**Pupil Control Ideology** - refers to educator attitudes concerning discipline or pupil control. It has been conceptualized along a continuum ranging from "custodialism" at one extreme to "humanism" at the other. These terms refer to contrasting types of individual ideology and the types of school organization that they seek to rationalize. They are "ideal types" (analytical abstractions) which may never be fully realized in experience (Appleberry and Hoy, 1969, p. 5).

**Pupil Control Ideology Form (PCI)** - is an instrument used to measure teacher pupil control ideology. This instrument is comprised of twenty items with five response categories for each item, ranging from "strongly agree" to "strongly disagree." The lower the overall score (ranging from 20-100), the more humanistically oriented the belief system of the respondent

(Willower, Eidell and Hoy, 1967, pg. 12-14). (This instrument furnishes the operational definition for the pupil control ideology.)

**Custodial Orientation** - emphasizes the maintenance of order, impersonal one-way downward communication, distrust of students, and a punitive, moralistic orientation toward the control of students. The rigidly traditional school serves as a model for the custodial orientation (Willower, Eidell, and Hoy, 1973, p. 5).

**Humanistic Orientation** - stresses the importance of the individuality of each student and the creation of an atmosphere to meet the wide range of student needs. It is marked by an accepting, trusting view of students and a feeling of confidence that students will be self-disciplining and responsible. The model for the humanistic orientation is the school conceived as an educational community in which members learn through interaction and experience (Willower, Eidell, and Hoy, 1973, pp. 5-6).

**Total Institution** - refers to a place of residence and work or training where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered way of life. There is a basic separation between a large managed group, conveniently called inmates, and a small supervisory staff, who (unlike the clients) are integrated with the outside world. All phases of the day's activities are scheduled, with one activity leading to another in accordance with a prearranged schedule. Various activities are brought together in a single plan purportedly designed to fulfill

the official aims of the institution (Goffman, 1961).

Deaf Community - is a group of hearing impaired individuals loosely connected by shared experiences which provide a sense of identity and unity during the course of daily social involvement with other members who are like-handicapped (Higgins, 1980).

Pluralistic Ignorance - describes the phenomenon of shared misperceptions of an attitude, norm, or belief held by members of a group. Pluralistic ignorance has been found between and among members when opportunities for the expression of personal beliefs are limited by a strong countervailing norm and insulated pattern of social interaction. A common form of pluralistic ignorance is illustrated when what is generally believed to be the opinion of the majority is, in actuality not shared by the majority (Packard and Willower, 1972, p. 79).

Socialization Press - refers to the process by which the beliefs, norms, and perspectives of teachers are brought into line with the prevailing standards espoused by organizational participants. Public school teachers go through a double socialization process. Initial socialization to the professional norms and values occurs in the teachers' formal college preparation. The second phase of the socialization process results when new teachers actually enter the "real" teaching world as official members of the organization. It appears likely that new teachers will be confronted with a conflicting set of norms and values with respect to pupil control; more experienced teachers tend to oppose

permissiveness and emphasize rigid control of students and a "custodial" ideology (Hoy, 1967).

### Significance of the Study

Public Law 94-142, the Education for All Handicapped Children Act of 1975, has brought several major issues regarding the education of exceptional children to the attention of the American public. As a landmark reform and public policy, educational systems are required to provide a free and appropriate education to exceptional children with the aim of self-sufficiency to function in the adult society.

Of particular import regarding this landmark legislation is the protection of the rights of exceptional children. Because residential schools, or total institutions, provide round-the-clock custodial-educational services, knowledge of the implications of the architectural and social structures on the development of the exceptional child is vital. As an example, factors such as classroom ecology, teacher-student relationships, differentiated staff patterns of pupil control, effective practices in student discipline, and on-stage/off-stage behavior discrepancy directly and indirectly influence any environment for learning, and its receptivity for instructional innovation (Miles, 1969; Huberman and Miles, 1984).

Goodlad (1983) and Howe (1984) direct attention to the process of change in schools via classroom issues such as curriculum and instruction. They both express concern that the feasibility of

planned school change, without cognizance of the quality of human relationships, particularly the values or belief systems of teachers and administrators is in jeopardy, yet can be overcome. In earlier studies, disagreements and distorted perceptions between and among teachers and administrators made effective planning for change seem improbable (Goodlad, 1983).

Packard (1970) noted that if the theoretical grounds for pluralistic ignorance are not put in serious question by tests of hypotheses derived from it, then it may mean the fears attending innovation are abetted by a peculiar system of interaction which leads school personnel to believe that majority opinion is different than is really the case. It may be indicated that teacher beliefs regarding pupil control is learned from the perceptions of the "public" behavior of other teachers which tend to distort their actual attitudes concerning their expected relations with pupils. For example, should conservative or custodial pluralistic ignorance regarding pupil control ideology be found in school organizations, it would suggest that educational innovation in schools may be impeded because of views thought to be shared are not shared in reality. Such conclusions would be beneficial in addressing problems of educational change. Hence, the more that is understood about these previously discussed factors and their impact on school social system dynamics, the more can be learned what contributes to effective teaching and learning.

This study was designed as an attempt to add to the data base about the structural features of the school organization and



planned change through the examination of staff ideologies governing the control of students. Of critical importance to this investigation are the theoretical constructs of educator pupil control belief systems and pluralistic ignorance. These concepts have been operationalized in nearly one hundred and fifty research studies focused on pupil control beliefs and practices found primarily in schools and classrooms by Willower and his colleagues. Furthermore, the outgrowth of these investigations adds a large body of information for educational researchers and practitioners. This study may make a further contribution to this research focus and assist special education and human service administrators in the understanding of the critical staff-role factors that contribute to a more effective learning environment for students who, according to many, need it the most - the hearing impaired.

#### Limitations

The sample designated for use in this study was drawn from one residential schools for the hearing impaired. More than one hundred and twenty staff members were asked to participate in this investigation. Approximately thirty percent of this instructional staff is hearing impaired, one of the largest deaf teacher subculture populations in the United States. Nearly seventy percent of the hearing impaired faculty is domiciled at the secondary school level (Martin, 1984). This sample represents only four percent of teachers of the deaf in residential schools in the United States.

Regardless of the accuracy with which this study may yield data that depict the belief systems and correspondent social patterns of the hearing and non-hearing teacher subculture, caution should be exercised when generalizing these results to other residential programs for the hearing impaired. Moreover, this study examined only the pupil control ideology of teachers and not their behavior.

This research includes an analysis of the results of participant observation survey administration, and semi-structured informant interview methodology. The main purpose of the interviews was to discuss the relationships noted in the hypotheses with selected teachers who participated in the study. Though these methodological techniques data may increase the accuracy, relevance, and richness of information relative to the ideology of the teacher subculture toward the control of students, there is always the possibility that important information will be deleted or clouded by limitations in methodology or operational definitions.

### Summary of Chapters

Chapter I provides the theoretical framework of the study. This framework includes a background analysis; a rationale for the inclusion of a residential school for the hearing impaired into the typology of a total institution; a statement relative to the purpose of the study; a description of the field study; a set of hypotheses developed from the field study; a definition of terms; a statement of the significance of the study; and a discussion of the

limitations of the study. Chapter II provides a selected review of the literature and a summary of the research literature reviewed. The review of the literature includes teacher pupil control ideology belief systems and research findings in the area of pluralistic ignorance. Chapter III provides an explication of the procedures used in the conduct of this study. This explication includes a description of the study setting, research hypotheses, description of the PCI form, methodology, data analysis procedures, and follow-up structured interviews. Chapter IV presents the data and results of hypothesis tests in this study. Chapter V presents a summary of the study findings, statements of conclusion, and recommendations for further research and practice.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The purpose of this chapter is to provide a more detailed literature base for the themes investigated in this study. The two major variables, pupil control ideology and pluralistic ignorance, are reviewed separately. Specific variables which influence the direction of pupil control beliefs within the teacher subculture are examined. The chapter concludes with a summary of information most relevant to the purposes of this investigation.

#### Pupil Control Ideology

In 1932, Waller conducted a detailed sociological analysis of social interaction patterns which occur in school organizations. His major conclusion was the pervasiveness of student control as part of social interaction patterns found among teachers and administrative personnel who comprise the school social system.

Several decades later, Willower and Jones (1963) conducted a similar, detailed study of social interaction patterns within a 1600-member junior high school. The school organization was characterized by mutually mandated relationships with students, high student population density, stimulus overload for teachers, a host of logistical problems, and the political vulnerability of a public agency. The researchers theorized that these factors

created a school subculture in which the teachers' primary concern was the control of students.

These researchers described teacher subculture interactions as focused on structures that function, often in latent modes, to reduce uncertainty and enhance organizational stability. Examples include teacher group norms that maintain a prescribed social distance between teachers and students, routinization and staff obedience for its own sake, and restricted entry and controlled inspection of the work of the school (Willower, 1974). Such structures, in place over time, help to maintain the internal order of the school social system. It was contended that further examination of pupil control patterns would provide explanation of the social relationships among the inhabitants of school settings.

MacArthur (1980) and Diebert and Hoy (1977) concluded a large body of research initiated by Willower (1965) and Hoy (1967; 1968; 1969) studying the socialization press encountered by both student and beginning teachers upon entrance into the teacher subculture. The central theme of this research was that the teacher subculture placed considerable pressure on its new members regarding the control of students. It was reported that student and beginning teachers sought approval from more experienced members of the teacher subculture through demonstrative on-stage behaviors of strict pupil control. Failure to adhere to these normative practices of rigid student control relegated teachers to a lower status within the subculture. According to MacArthur (1980), this

socialization press generally prevailed for a period of approximately five years as these younger teachers became progressively more custodial in their ideology during the course of their teaching experience.

Further pupil control ideology research (Jones, 1981; Long, 1982; MacArthur, 1979; Willower, 1978) indicated that normative structures did not have a uniform influence on various members within school social systems. Several ideographic and role factors found within school organizations appeared to have a differential influence on the direction of pupil control ideology among teachers and administrators.

In an early study, Willower, Eidell and Hoy (1967) examined personality constructs (in this case dogmatism) in terms of open-minded and closed-minded beliefs of teachers, principals, and counselors. The primary results indicated that there were differences in the pupil control beliefs among incumbents of these positions. They found that closed-minded teachers and principals had more custodial control ideologies than open-minded teachers and principals. In addition, when dogmatism was held constant, the pupil control ideologies of secondary teachers and principals were also more custodial than their elementary counterparts. They also reported that males were more custodial than females. Further, experienced teachers were more custodial than less experienced teachers. It was concluded that school level (elementary or secondary), teacher gender, and experience, as well as personality

factors (such as dogmatism) contributed to systematic differences among reported pupil control ideologies.

These findings related to the influence of school level, gender, and experience on the direction of pupil control ideology have been supported in the research literature. Male teachers are more custodial than female teachers (Bean, 1972; Jones, 1981; Jones, 1982; MacArthur, 1980). Secondary level teachers are more custodial than elementary level teachers (Highberger, 1976; Jury, 1973; Moore, 1983). Experienced teachers tend to be more custodial than inexperienced teachers (Budzik, 1971; MacArthur, 1980; McBride, 1972).

The findings generated by studies which examined the relationship between pupil control ideology and teacher personality have been less clear. Leppert (1971) explored the notion that personality is an important component of ideology formation. The results revealed that teacher custodialism was not strongly related to any of the twelve personality characteristics measured. Similarly, Soloman (1981) reported only one positive correlation between pupil control orientation among teachers and administrators on sixteen personality characteristics. However, Nachtsheim and Hoy (1977) extended Leppert's (1971) suggestion that pupil control ideology may be bound with complex measures of personality characteristics rather than with broad measures of personality as conceptualized by Stern (1970). As a result of their study, Nachtsheim and Hoy reported significant correlations between

teacher authoritarian personality characteristics, their respective autocratic family ideologies, and a custodial pupil control ideology. They suggested that pupil control orientations seemed to be a function of both personality and social system factors.

In a follow-up study, Helsel (1976) examined the relationship of one aspect of personality-dogmatism with pupil control behavior and pupil control ideology. Results confirmed the primary study hypothesis that closed-mindedness was positively related to custodialism, which in turn, manifested itself in pupil control behavior. According to Helsel, the data analysis suggested that dogmatism operates through ideology to structure behavior. It was surmised that socialization, or the acquisition of the necessary functioning in a role, may be a factor "which will operate directly to influence behavior which in turn may affect ideology" (p. 34).

Harris' study (1982) examined the personality characteristics and self-concepts of teacher trainees relative to their humanistic versus authoritarian orientation toward pupil control. It was found that humanistically oriented teachers trainees tended to be emotionally stable, relaxed, inner-directed, realistic, expedient, happy-go-lucky, imaginative, self-assured, and high in self-concept. The authoritarian educators were conscientious, more influenced by feelings, sober, practical, shy, reserved, tense, frustrated, apprehensive, unlikely to compromise, and low in self-esteem.



Several studies have utilized Maslow's (1954) construct of the self-actualized personality in relationship to educator pupil control ideology. According to Maslow, the self-actualized personality was characteristic of a psychologically healthy individual who, though sensitive to his environment, functioned independently of that environment. In one study, Brenneman (1974) established a positive relationship between teachers' self-acceptance and acceptance of other staff members. Further, it was noted that, in addition to bureaucratic level and length of teaching experience, a teacher's self-acceptance was a significant predictor of pupil control ideology. In a similar study by Jury, Willower, and DeLacy (1975), the level of a teacher's self-actualization was reported to be directly related to a humanistic pupil control orientation. Additional studies (Griepenstroh and Miskel, 1976; Hoy and Blankenship, 1970) found that teachers who held more favorable attitudes toward instructional innovation were more humanistic in their pupil control ideology than teachers who held unfavorable attitudes.

#### Pluralistic Ignorance

In another direction, one major focus of pupil control ideology research utilized a more subtle conceptualization of the socialization press within the social dynamics of the teacher subculture. The pluralistic ignorance research directed its study to the belief systems of teachers relative to school organization arrangements. Building upon prior research (Appleberry and Hoy,

1969), Packard (1970) found that there was a well documented conservative/custodial, normative influence in the school organization's socialization patterns. Further, it was observed that variant belief systems were operating simultaneously in accordance with organizational role and school level. As a consequence of this pluralistic belief system, Packard contended that differences in ideology would be sources of conflict in school organizations unless there were structural arrangements which operated to "mask them" (p. 13).

A related body of earlier research described specific circumstances in which large numbers of individuals misperceived normative ideological structures and personal attitudes of collegial participants in social systems (Katz and Allport, 1931; Katz and Schanck, 1938). This social system phenomenon has been described by these researchers as "pluralistic ignorance." The occurrence of the phenomenon appeared highly correlated with the relative degree of individual opportunity for public and private expression of behavior and viewpoints (Allport, 1924; Katz and Schanck, 1938). In other words, in a social situation where a strong normative standard of behavior was particularly manifest, an individual's visible public behavior was likely to reflect support for the prevalent patterns of behavior regardless of the individual's personal belief system. Even if, at the same time, there were a few areas in which private values and feelings could be expressed, the most observable individual behavior was most apt

to remain normative rather than personalistic. According to Packard (1970) and Stern (1970), the apparently orchestrated public posture may, in fact, have been so contrary to social system expectancies that these "on stage" behaviors (Goffman, 1961) were not only misperceived, but also contributed to stress among the actors in the social system. Further, Packard and Willower (1972) observed that the presence of normative and architectural structures in school organizations served to constrain communication opportunities to the extent that this public-private belief system discrepancy was obscured.

Biddle, Rosecranz, and Rankin (1966) conducted a more explicit study of pluralistic ignorance in school organizations. They reported that for certain behavior frameworks, such as discipline, watching for cheaters, and supervision, different reference groups attributed much more conservative norms to other groups than those groups actually held. For example, teachers, parents and school administrators perceived the public as desiring stronger discipline and more supervision of students than was actually reported. These researchers suggested that teachers are especially likely to generate conservative norms due to the vulnerability of schools to community pressures. They also noted that teachers who attribute conservative values to the public tend to behave conservatively in private situations, even at the expense of a personally held liberal value system. Hence, teachers seem to perpetuate the pluralistic ignorance which surrounds them.

In another study, Biddle (1964) found shared inaccuracies regarding the norms of one teacher group by members of another group. He indicated only one area where he found intragroup misperception - the classroom, an area of low visibility. Biddle suggested that there are stable patterns of inaccuracy, deception, and the purposive disguise of one's true belief system.

Miles (1969) found intragroup pluralistic ignorance among teachers in the context of instructional innovations in schools. He found that pluralistic ignorance was consistently in the conservative direction as teachers reported that they were more humanistic than perceived by colleagues. Humanism was suggested to be associated with a positive attitude toward instructional innovation and change. Wisniewski and Miles (1970) also found intragroup pluralistic ignorance among members of the American Education Research Association.

Packard (1970) conducted a major investigation of the relationship of pupil control ideology and pluralistic ignorance. He predicted and found conservative pluralistic ignorance among teachers, counselors, and principals. A consistent pattern of custodial pluralistic ignorance emerged as teachers perceived other teachers and principals to be more custodial in their PCI scores than was actually the case. Further, principals perceived teachers to be more custodial than they were in fact. Packard concluded that principals and teachers were typically felt to be conservative in their collective concern with managerial problems. It was also

contended that conservatism among members within the teacher subculture served as a common barrier to instructional innovation and change.

Teacher reactions to normative group expectations for pupil control beliefs and practices have also received attention. McAndrews (1971) found that teacher self-esteem was not significantly related to the degree of congruence between their pupil control ideology scores and those scores attributed to their colleagues. However, in a later study, Yuskiewicz and Willower (1973) found that congruence in pupil control ideology between principals and teachers was directly related to teacher job satisfaction. In both studies, teachers perceived colleagues in the same building to be significantly more custodial than they actually were. While these studies found significant pluralistic ignorance, the level of pluralistic ignorance decreased as the object of attribution became less abstract (closer in terms of distance).

The concept of informal groups in organizations has been operationalized in pupil control ideology and pluralistic ignorance research. Using sociometric techniques to chart informal group membership, Salerno and Willower (1975) examined the relationship between pupil control beliefs, faculty informal structure, and pluralistic ignorance in school organizations. The results supported previous research findings in that pluralistic ignorance existed in schools and that its direction was custodial. The pupil

control ideology attributed to teachers within their informal groups and in the school district was more custodial than these groups reported themselves. Further, while pluralistic ignorance existed in a custodial direction for all groups included in the study, teachers were accurate in the attributions of these within their informal groups. This confirmed previous research findings regarding pluralistic ignorance in school organizations, which suggested that as the object of attribution became less abstract, the magnitude of this difference decreased and that attribution became more accurate.

Several years later, Willower (1978) summarized the research literature on pluralistic ignorance in school organizations. He noted that data gathered in four studies had fallen into a perfect pattern, so that the more abstract the level of the focus of attribution, the greater the pluralistic ignorance in a custodial direction. In other words, Willower reiterated that the level of pluralistic ignorance was "greatest when the typical teacher was specified as the focus of attribution, but it decreased progressively for the typical teacher in the school district, the typical teacher in your building, and the typical teacher listed as "good friends" (p. 11).

Nonetheless, Willower expressed several concerns regarding the extant pluralistic ignorance research and noted the need for more detailed study regarding this social system phenomenon. He acknowledged that teacher behaviors in highly visible settings

provided a systematic impression of greater custodialism in pupil control views than actually existed. However, he described the need for more complex analysis and some form of "empirical follow-up" in order to "get a better intellectual grip" (p. 16) on the phenomenon of pluralistic ignorance in school organizations. Willower noted observation and interviews were possible methodological options, which could serve to enrich the database provided by the current pupil control ideology form.

### SUMMARY

To summarize, the research literature on pupil control ideology and pluralistic ignorance included more than one hundred studies which provided substantive data describing one segment of the organizational character of the public school. These studies supported the premise that pupil control is a pervasive teacher subculture pattern in school organizational life. Student control patterns among teachers have been described as organizational responses to vulnerability arising from the school's public nature, the complexity of the school's tasks, and the diversity of the student population. Willower (1978) noted that such structures or normed teacher group patterns "operate to increase predictability and reduce uncertainty for the organization and its personnel" (p. 3).

Examples of student control structures among teacher subculture members are numerous. The most salient illustration is the normatively prescribed social distance between teachers and

students, but other controls are equally evident. Teachers with poor discipline practices are relegated to a low status within the teacher subculture. Beginning teachers encounter an enforced socialization press by more experienced members of the teacher subculture to demonstrate at least a public posture of strict student management procedures. Teacher self-esteem and job satisfaction appear to be related to an allegiance to the prevailing norm of student control, whether custodial or humanistic. In effect, there appears to be an overriding, concerted effort by faculty members of school social systems to exhibit a united front to guard against organizational problems resulting from pupil control breakdowns; and failure to conform to these expectations generally results in low status within the subculture (Packard and Willower, 1972).

In general, the public behavior of teachers toward students in typical school settings is channeled in a systematic manner toward a custodial direction (Packard, 1970). The physical and social barriers common to school organizations limit opportunities to observe colleagues in situations other than high-visibility settings. Hence, teacher behavior in public places of high visibility may indicate support for the prevailing norm which may be contrary to their personal beliefs. Several school social system studies (Long, 1980; McAndrews, 1971; Packard, 1970; Salerno and Willower, 1976; Yuskiewicz and Willower, 1973) provide descriptions of how architectural and social barriers in school



settings set the stage for the occurrence of pluralistic ignorance. Furthermore, as pupil control norms are apt to be relatively rigid or custodial, the incidence of pluralistic ignorance would mean that the prevailing attitude is either more permissive or more humanistic than the majority of school personnel believe it to be (Packard, 1970). In essence, there is reason to believe that members of the teacher subculture attribute inaccurate pupil control views to their instructional colleagues. Such attribution can serve to exacerbate intra-staff relations via the very structures that are designed to reduce certainty and organizational stability.

## **CHAPTER III**

### **PROCEDURES**

This chapter provides a description of the research setting and correspondent methodological procedures which is the focus of this research. Specific explanations of the overall research design include descriptions and rationales for the selected setting and participants, operationalized hypotheses, measurement instrument, data collection procedures, observation techniques, and semi-structured interview methodology.

#### **Sample Setting**

The residential facility selected for this study has one of the five largest deaf student populations in the United States. In all, there are sixty-three residential programs for the hearing impaired across the nation of comparable size and specialized, comprehensive service arrangements. This facility also employs the second largest instructional staff in the country, comprised of a support and maintenance population of more than five hundred.

The non-hearing component of the instructional staff membership is approximately twenty-five percent. This non-hearing instructional staff membership is in excess of more than eighty percent of hearing/non-hearing staff ratios found in residential school programs for the deaf (American Annals for the Deaf, 1984).

The physical plant houses preparatory, elementary, junior high, senior high, and vocational instruction departments. Non-instructional round-the-clock services and buildings include dining halls, an infirmary, dry cleaning and laundry plants, warehouse, maintenance buildings, student center, dormitories, child study, and learning resource center. An overall staff of more than three hundred, both hearing and non-hearing, support the primary staff of more than one hundred and forty teachers and administrators.

The overall student program is a highly structured, heavily integrated, and comprehensively scheduled array of educational and social service arrangements. These service arrangements and staff emplacements correspond closely to descriptions of the "total institutions" provided by Goffman (1961). In summary, hearing impaired students domiciled in residential facilities are provided child care, health, recreational, social, and educational service arrangements by a hearing and non-hearing staff which are "social hybrids" being part residential, community, part formal organization, as characterized by Goffman (1961).

#### Participant Sample

The sample consists of all teachers within the Educational Division of the residential facility. The total population available for participation in this study is approximately one hundred and twenty individuals. Of this population total, there are ninety hearing teachers and thirty-five non-hearing teachers,

domiciled in four educational sections. These sections are: a) Preparatory Department; b) Elementary Department; c) Junior-Senior High School; and d) Vocational Department - an all-inclusive total educational setting with services provided to students from age three to twenty-one years. Return rate on instruments and sample characteristics is noted in the next chapter.

### Instrument

The Pupil Control Ideology instrument is administered to all participants in the residential school setting, namely hearing and non-hearing teachers. The instrument consists of three forms, each containing the same twenty statements. Three versions of the PCI form are employed in this study. The PCI measures the educator pupil control orientation. It is a twenty-item Likert-type scale. Responses are made on a five-point scale, from "strongly agree to strongly disagree." Scoring range is 20 to 100; the higher the score, the more custodial is the response; and, the lower the score, the more humanistic is the response. Split-half reliability coefficients for use of the instrument as a measure of the respondents' own PCI were reported to be from .91 to .95. Validation is based on the following: comparisons of teachers' scores judged by their principals to be humanistic or custodial; comparisons of the scores of teachers in two schools, known by reputation as humanistic, with scores of faculty members in other schools (Willower, Eidell and Hoy, 1973). Split-half reliability coefficients for use of the instrument to secure respondent perceptions of the PCI of others ranged from .85 to .91. Validation

was based on comparisons of the PCI scores attributed to others, given general descriptions of their views on pupil control (Packard and Willower, 1972).

A variation of the methodological procedures utilized in prior pluralistic ignorance research was required to accommodate the designated purposes of this study design. Three versions of the PCI Form are employed in this study (see Appendix A for the complete form information). Form I yields values indicating the personal views of the respondent, whether a hearing or non-hearing teacher. Form II asks respondents to perceive the ideologies of their colleagues within the teaching ranks. More specifically, hearing and non-hearing teachers indicate how a typical hearing teacher would respond to each item on Form II.

Form III requires the non-hearing to score the items as they perceive their typical non-hearing colleague would respond. In contrast, hearing teachers score the instrument in terms of how they think the typical non-hearing teacher would respond.

The table on the following page is an illustration of how the three forms of the PCI will be analyzed in this study. To the left of the table are listed the names of the respondent types. At the top of the table are the names of those to whom the responses are attributed. Within each cell, the appropriate symbol for each sample mean is placed.

**TABLE 1**  
Respondent Mean Score Symbols for Hearing and Non-Hearing Teachers

Attributions to:	SELF FORM I	TYPICAL HEARING TEACHER FORM II	TYPICAL NON-HEARING TEACHER FORM III
Non-Hearing Teacher	$\bar{X}_{NH-I}$	$\bar{X}_{NH-II}$	$\bar{X}_{NH-III}$
Hearing Teacher	$\bar{X}_{H-I}$	$\bar{X}_{H-II}$	$\bar{X}_{H-III}$

As depicted, Form I includes the pupil control beliefs of the two groups participating in this study. The statistical notations indicate the following:

$\bar{X}_{NH-I}$  - represents the mean of self scores for the non-hearing teachers;

$\bar{X}_{H-I}$  - represents the mean of self scores for the hearing teachers.

On Form II, the statistical notations represent the mean of scores attributed to the "typical hearing teacher in the building." For the hearing teachers, this indicates their perception of their informal group members' pupil control ideology.

$\bar{X}_{NH-II}$  - represents the mean of PCI scores attributed to the hearing teacher by the non-hearing teacher;

$\bar{X}_{H-II}$  - represents the mean of PCI scores attributed to the hearing teacher by the hearing teacher.

On Form III, the statistical notations represent the mean of scores attributed to the "typical non-hearing teacher in the building." For the non-hearing teachers, this will indicate their perception of their informal group members' pupil control ideology.

$\bar{X}_{NH-III}$  - represents the mean of PCI scores attributed to the non-hearing teacher by the non-hearing teacher;

$\bar{X}_{H-III}$  - represents the mean of PCI scores attributed to the non-hearing teacher by the hearing teacher.

### Research Hypotheses

The first five hypotheses which were stated in Chapter I are translated as follows using the following symbols in Table I.

Where  $U$  = the population mean,  $0$  = all mean differences which can be attributed to chance.

$H_1$  Hearing teachers will perceive the PCI of typical non-hearing teachers to be more custodial than non-hearing teachers will report themselves.

$$(\bar{X}_{H-III} > \bar{X}_{NH-I})$$

$H_2$  Non-hearing teachers will perceive the PCI of typical hearing teachers to be more custodial than the hearing teachers report themselves.  $(\bar{X}_{NH-II} > \bar{X}_{H-I})$

$H_3$  Hearing teachers will perceive the typical hearing teachers' PCI to be less custodial than the perception of typical non-hearing teachers' PCI.  $(\bar{X}_{H-II} < \bar{X}_{H-III})$

$H_4$  Non-hearing teachers will perceive the typical non-hearing teacher's PCI to be more custodial than the

perceptions of the typical hearing teacher's PCI.

$$(\bar{X}_{NH-III} > \bar{X}_{NH-II})$$

- H<sub>5</sub> Teachers will perceive the PCI of the typical teacher in their informal group to be more custodial than the teacher's actual PCI. For hearing teachers, there was a single contrast. The mean of typical hearing teacher Form II ( $\bar{X}_{H-II}$ ) will be greater than the mean of hearing self Form I ( $\bar{X}_{H-I}$ ).

For non-hearing teacher, there was also a single contrast. The mean of the typical non-hearing teacher Form III ( $\bar{X}_{NH-III}$ ) will be greater than the mean of the non-hearing Self Form I ( $\bar{X}_{NH-I}$ ).

The remaining four hypotheses will be statistically analyzed in accordance with procedures described in Salerno and Willower (1975). The purpose of these hypotheses is to examine relationships found in the first five hypotheses. The final four hypotheses are described as follows:

- H<sub>6</sub> Teachers will more accurately perceive the PCI of the typical teacher in their informal group than they will perceive the PCI of the typical teacher outside of their informal group. A Bonferroni  $t$  test for dependent samples, is utilized (Glass and Hopkins, 1984). The data were derived from scores assigned by teachers to the typical teachers in their informal group compared with self scores against the differences between the scores



attributed to the typical teacher outside their informal group and self scores for those teachers. As depicted in Table 1, all differences between Form 1 scores and those of the respondent's informal group was compared to those scores of the typical teacher outside the informal group and their self scores.

- H<sub>7</sub> There will be a positive relationship between the individual teacher's PCI and his perception of the PCI of teachers of his informal group. A Pearson product moment correlation coefficient was calculated between PCI Form scores for responding teachers and the PCI attributed by the responding teachers to the typical teacher of their informal group.
- H<sub>8</sub> There will be a positive relationship between the individual teacher's PCI and his perception of the PCI of teachers outside his informal group. A Pearson product moment correlation coefficient was calculated between the PCI Form scores of responding teachers and the PCI attributed by the responding teachers to the typical teachers outside of their informal group.
- H<sub>9</sub> There will be a closer association between the individual teacher's perception of his informal group and the individual teacher's PCI than between the individual teacher's perception of the PCI of other teachers in the school and the individual teacher's actual PCI. This

hypothesis posits that the correlations between the individual teacher's perception of the informal group's PCI and self PCI (Hypothesis 7) will be significantly greater than the correlations between the group's PCI and those individual teacher's PCI (Hypothesis 8). A t test for dependent correlation coefficients is used to determine if the difference between the correlations are significant.

### Confidentiality

The responses of the participants of this study remain confidential as in prior pupil control ideology research. For hypothesis testing purposes, it was necessary for respondents to indicate their hearing or non-hearing status. Additional information such as respondent gender, school level, and years of experience (see Appendix A for complete information required of respondents) was collected from participants. This survey data was utilized to replicate prior research findings in regard to pupil control ideology and pluralistic ignorance found in school organizations.

### Data Analysis Procedure

Various statistical techniques were applied to the data in order to test the predictions formulated for this investigation. The first five hypotheses are treated using the Bonferroni MC method of multiple comparisons. The selection of this multiple comparison statistical technique is based upon the particular

hypothetical exigencies of this study. The rationale for the selection of this procedure is based on two factors. First, the initial five hypotheses included in this study consist of single paired contrasts. This procedure employs the critical value of  $t$  which risks a Type-1 error rate in the family of independent or dependent contrasts. The Bonferonni MC (multiple comparison) method also provides a high degree of protection for the entire hypothesis. Moreover, it is the multiple comparison method preferred when only planned, dependent, and simple contrasts are utilized (Glass and Hopkins, 1984) as in the design of this study.

Hypotheses 6, 7, 8, and 9 were originally developed by Salerno and Willower (1975) to examine relationships among different paired contrasts within the first five hypotheses of this study. The Bonferroni  $t$  test was used to test Hypothesis 6 to determine if teachers were more accurate in their perceptions of the PCI of teachers within their informal group as opposed to their perceptions of the PCI of teachers outside their informal group. A Pearson product moment correlation coefficient was utilized to test Hypothesis 7 and Hypothesis 8. For Hypothesis 7, a correlation coefficient was calculated to examine the relationship between the teacher's perception of the PCI of members within his informal group and the individual teacher's self scores. In Hypothesis 8, a correlation coefficient was calculated to investigate the relationship between the teacher's perception of the PCI of teachers outside the informal group. For Hypothesis 9, a  $t$  test

for dependent correlation coefficients was applied to the  $r$  values yielded from the statistical tests conducted for Hypothesis 7 and Hypothesis 9 to determine the relationship between teacher perceptions of PCI scores within the informal group and outside the informal group.

### Semi-Structured Interview

The investigative design of this study is inclusive of three components often referred to as the methodological triangulation model (Webb, et al, 1966). Included in this research model are the following three data gathering procedures: a) the "unobtrusive" immersed participant observer (Denzin, 1978, Webb, et al, 1966) using the technique of "event analysis" (Dobbert, 1981, p. 169) to gather data regarding the nature of a given social structure motivated by the researcher's remote and current biography (Lofland and Lofland, 1984, p. 8-9); b) the implementation of a complementary social system survey which will yield valuable information about the receptivity, frames of reference, and span of attention of respondents (Sieber, 1982, p. 365) regarding personal belief systems of inhabitants within the teacher subculture; and c) the "ethnographic interview" (Spradley, 1979, p. 25) designed to yield data via replies from informants which will enrich identified themes generated from information collected through other methodologies. In this study, a semi-structured interview protocol will be utilized.

To reiterate, it is the purpose of this study to investigate several patterns between two segments of the teacher subculture

within a residential facility for the hearing impaired. Of particular interest are the belief systems of hearing and non-hearing teachers toward the control of students. The notion of pluralistic ignorance provides the theoretical construct to guide this investigation. Informal group membership between hearing and non-hearing teachers will be the specific research focus. The desired database for this research is collected via the triangulation approach with the following methodological techniques: a) the remote and current biography of this researcher operationalized as an immersed participant observer with an unobtrusive access to all social system settings in the school organization; b) the administration of a student control attribution focus survey for the collection of data relative to the student control belief systems of organizational participants; and c) the utilization of semi-structured interview techniques with selected members of the teacher subculture to enhance the richness and substantiation of the information gathered (Berkeley, 1985). The results of this triangulation methodology was utilized to provide research information descriptive of the social system normative beliefs toward the control of students, and is logically appropriate when addressing ideologically based research concerns (Murphy, 1980, p. 139). Further, the constructs of pupil control ideology and pluralistic ignorance can be measured in terms of the original conceptual framework - that of the total institution.

## **Chapter IV**

### **Analysis of Data**

#### **Introduction**

This chapter provides an analysis of the data collected from the administration of the Pupil Control Ideology Form to one hundred and eighteen hearing and non-hearing teachers and follow-up semi-structured interviews conducted with selected participants. The data analysis is presented in the following sections: sample characteristics, central tendencies of the demographic variables, significant differences between the mean scores of the demographic variables, hypothesis test findings, summary of reliability coefficient findings, and results of the semi-structured interviews.

#### **Sample**

The school selected for participation in this study is a residential facility for the hearing impaired located in the southern part of the United States. The demographic characteristics of this population sample relative to the purpose of this investigation is presented in Table 2.

**TABLE 2**  
**Sample Characteristics (n=118)**

Demographic Variables	Number	Percent
<b>Auditory Status</b>		
Non-hearing	34	28.81
Hearing	84	71.19
<b>School Level</b>		
Elementary	69	58.47
Secondary	49	41.53
<b>Experience</b>		
Less than five years	40	33.90
More than five years	78	66.10
<b>Gender</b>		
Males	32	27.12
Females	86	72.88

One hundred and twenty-two teachers, which comprised the total membership of this residential facility, were administered the Pupil Control Ideology Form at a school-wide faculty meeting. The return yielded one hundred and eighteen useable forms (97%). Of this total, there were sixty-nine teachers at the elementary level (58.47%) and forty-nine at the secondary level (41.53%). Forty teachers had five years' experience or less (33.90%), while there were seventy-eight teachers with more than five years' experience (66.10%). In terms of gender, there were thirty-two males (27.12%) and eighty-six females (72.88%) included in this sample of participants. Thirty-four teachers were non-hearing (28.81%) and eighty-four were hearing (71.19%).

The central tendencies for these demographic variables using PCI Form 1 (self) scores are presented in Table 3.

**TABLE 3**

**Central Tendencies of PCI Form I (N=118)**

Variable	Mean	Standard Deviation	Range
<b>Auditory Status</b>			
Non-hearing	64.94	9.52	43-80
Hearing	57.38	8.20	29-92
<b>School Level</b>			
Elementary	59.25	8.72	41-80
Secondary	60.14	9.97	37-80
<b>Experience</b>			
Less than 5 years	56.38	10.67	37-80
More than 5 years	61.28	7.97	41-80
<b>Gender</b>			
Male	62.94	8.72	50-80
Female	58.35	9.15	37-80

The Bonferroni MC method was applied to the Form 1 PCI scores across the demographic variables depicted in Table 3. A  $t$  value of 1.981 was calculated with 113 degrees of freedom for all family-based contrasts made in this sample at less than .05 level of significance.

Non-hearing teachers had a mean PCI score of 64.94 with a standard deviation of 9.52, and range of 43-80. Hearing teachers



had a mean PCI score of 57.35 with a standard deviation of 8.20, and range between 29-92. This mean PCI score contrast was found to be significant at less than the .05 alpha level. Non-hearing teachers' PCI mean scores were more custodial than their hearing teacher counterparts.

Elementary teachers had a mean PCI score of 59.25 with a standard deviation of 8.72, and range of 41-80. Secondary teachers had a mean PCI score of 60.14, with a standard deviation of 9.97, and range of 37-80. This mean PCI score contrast was not significant at less than the .05 alpha level. Apparently there was no significant difference between the mean PCI scores of elementary and secondary teachers. The influence of school level on the direction of pupil control ideology was not supported in the results of the sample used in this study.

Teachers with less than five years' experience had a mean PCI score of 56.38 with a standard deviation of 10.67, and range of 37-80. Teachers with more than five years' experience had a mean PCI score of 61.28 with a standard deviation of 7.97, and range of 41-80. This mean PCI contrast was found to be significant at less than the .05 alpha level. The more experienced teachers had significantly more custodial PCI scores than less experienced teachers.

Male teachers had a mean PCI score of 62.94 with a standard deviation of 8.72, and range of 50-80. Female teachers had a mean PCI score of 58.38 with a standard deviation of 9.15, and range of

37-80. This mean PCI contrast was found to be significant at the less than .05 alpha level. Male teachers had significantly more custodial PCI scores than female teachers.

### Major Findings

The mean scores used for the testing of hypotheses in the investigation is presented in Table 4.

**TABLE 4**

### Central Tendencies of PCI Scores for Hearing and Non-Hearing Teachers

Attributions to:	Self Form I	Typical Hearing Teacher Form II	Typical Non-Hearing Teacher Form III
<b>Non-hearing teacher</b>			
Mean	64.94	61.26	72.18
Standard Deviation	9.52	12.50	10.14
Range	43-80	38-92	44-87
<b>Hearing Teacher</b>			
Mean	57.38	64.44	72.05
Standard Deviation	8.20	10.65	8.42
Range	29-92	39-93	49-88

Non-hearing teachers had self PCI mean scores of 64.94 with a standard deviation of 9.52, and range of 43-80. Non-hearing teacher perceptions of typical hearing teachers PCI yielded a PCI

mean score of 61.26 with a standard deviation of 12.50, and range of 38-92. Non-hearing teacher perceptions of non-hearing PCI yielded a PCI mean score of 72.18 with a standard deviation of 10.14, and range of 44-87.

Hearing teachers had self PCI mean scores of 57.38 with a standard deviation of 8.20, and range of 29-92. Hearing teacher perceptions of the typical hearing teacher PCI yielded a PCI mean score of 64.44 with a standard deviation of 10.65, and range of 39-82. Hearing teacher perceptions of the non-hearing teacher PCI yielded a PCI mean score of 72.05 with a standard deviation of 8.42, and range of 49-88.

The first hypothesis stated that hearing teachers will perceive the PCI of the typical non-hearing teacher to be more custodial than the non-hearing teachers will report themselves. As perceived by hearing teachers, the mean PCI score of the typical non-hearing teacher (72.05), was contrasted with the self PCI score of non-hearing teachers (64.94). The difference between these two mean scores was 7.11. The data are noted in Table 5.

**TABLE 5**

Hypothesis 1 Analysis

Contrast	Confidence Interval	Difference Between Means	Significance Level
72.05 > 64.94	-13.636 to -0.577	7.11	***( $p < .001$ )

The interval for the mean scores differences was -13.636 to -0.577 ( $p < .001$ ). Hearing teachers perceived non-hearing teachers to be significantly more custodial in their PCI than non-hearing teachers reported themselves. The hypothesis was confirmed by these data.

The second hypothesis predicted that the non-hearing teachers will perceive the PCI of typical hearing teachers to be more custodial than hearing teachers will report themselves. The mean PCI of hearing teachers for self (57.38) was contrasted with the mean PCI score of the typical hearing teacher as perceived by the non-hearing teacher (61.26). The difference between the mean scores was 3.884. The data are presented in Table 6.

TABLE 6

Hypothesis 2 Analysis

Contrast	Confidence Interval	Difference Between Means	Significance Level
61.26 > 57.38	-1.730 to 9.498	3.884	( $p > .05$ )

The interval for the mean score differences was -1.730 to 9.498 ( $p > .05$ ). Non-hearing teachers did not perceive hearing teachers to be less custodial as predicted, 0 is within the confidence interval, hence there is not a significant difference between the mean PCI scores at less than the .05 alpha level.

Based on this analysis, the prediction that non-hearing teachers perceived hearing teachers to be more custodial than the hearing teachers reported themselves was not confirmed.

The third analysis involved the test of the hypothesis that hearing teachers will perceive the PCI score of the typical hearing teacher to be less custodial than they perceived the typical non-hearing teacher's PCI. As perceived by the hearing teachers, the mean PCI score of the typical hearing teacher (64.44) was contrasted with the mean PCI score of the typical non-hearing teacher (72.05). The difference between these two mean scores was 7.61. Noted in Table 7, the data are as follows:

TABLE 7

Hypothesis 3 Analysis

Contrast	Confidence Interval	Difference Between Means	Significance Level
64.44 < 72.05	13.444 to 1.777	7.61	***( $p < .001$ )

The interval for the mean score differences was 13.444 to 1.771 ( $p < .001$ ). Hearing teachers perceived hearing teachers to be significantly less custodial in their PCI than non-hearing teachers. This hypothesis was confirmed.

The fourth hypothesis predicted that non-hearing teacher's perceptions of the PCI of the typical non-hearing teacher to be

more custodial than non-hearing teacher perceptions of the typical hearing teacher's PCI. As perceived by the non-hearing teacher, the mean PCI score of the typical hearing teacher (61.26), was contrasted with the mean PCI score of the typical hearing teacher (72.18). The difference between these two mean scores was 10.91. The data are presented in Table 8.

TABLE 8

Hypothesis 4 Analysis

Contrast	Confidence Interval	Difference Between Means	Significance Level
72.18 > 61.26	-20.085 to -1.738	10.91	***( $p < .001$ )

The interval for the mean score difference was -20.085 to -1.738 ( $p < .001$ ). Non-hearing teachers perceived non-hearing teachers' PCI to be more custodial than their perceptions of the hearing teachers' PCI. The hypothesis was confirmed.

The fifth analysis involved a test of the basic pluralistic ignorance hypothesis within informal groups through two mean PCI comparisons. The overall hypothesis that all teachers will perceive the PCI of the typical teacher in their informal group to be more custodial than the teachers will report themselves was tested.

The first contrast examined hearing teachers' perceptions of the PCI of typical hearing teachers against the respective self perceptions of these teachers. The second contrast examined the perceptions of non-hearing teachers regarding the PCI of typical non-hearing teachers against the respective self perceptions of these teachers.

In the first contrast, the mean PCI score of the typical hearing teacher (64.44), as perceived by the hearing teacher, was compared with the mean PCI self score of hearing teachers (57.38). In the second contrast, the mean PCI score of the typical non-hearing teacher (72.18), as perceived by the non-hearing teacher, was compared with the mean PCI self score of non-hearing teachers (64.94). The differences between each set of mean score comparisons were 7.060 and 7.281, for the first and second contrasts, respectively. Presented in Table 9, the data for these four sets of contrasts are as follows:

TABLE 9

Hypothesis 5 Analysis

Contrast	Confidence Interval	Difference Between Means	Significance Level
1. 64.44 > 57.38	1.223 to 12.896	7.060	***( $p < .001$ )
2. 72.18 > 64.94	-13.934 to -0.541	7.281	*( $p < .05$ )

For hearing teacher perceptions, the interval for the mean score differences in the first contrast was 1.223 and 12.895 ( $p < .001$ ). Hearing teachers perceived the PCI of hearing teachers to be significantly more custodial in their PCI than teachers reported themselves. The hypothesis was confirmed for hearing teachers.

For non-hearing teacher perceptions, the interval for the mean score differences of the second contrast was -13.93 to -0.54. In this contrast, the mean score difference was statistically significant at less than the .05 alpha level ( $p < .05$ ). Non-hearing teachers perceived non-hearing teachers to be more custodial than non-hearing report themselves. The hypothesis was confirmed for non-hearing teachers.

The sixth hypothesis was formulated to compare pluralistic ignorance at two levels of attribution focus examined in this study. It was hypothesized that teachers would more accurately perceive the PCI of teachers in their informal group than they would perceive the PCI of the typical teacher outside their informal group. To test this hypothesis, several steps were taken in the calculations. First, data were derived from a sample of mean scores assigned by twenty randomly selected teacher PCI attributions to their informal groups and twenty randomly selected self PCI mean scores from the informal group. Second, data was drawn from a sample of mean scores assigned by twenty randomly selected teacher PCI attributes to teachers outside the informal



groups and twenty randomly selected self PCI scores from outside the informal group. The mean of the differences was calculated for both sets of sample data and statistically analysed. Separate tests were applied for the hearing teacher groups and non-hearing teacher groups.

The first test examined the perceptions of the non-hearing group. The Bonferroni  $t$  test of dependent samples was applied to the means of differences between non-hearing teacher perceptions of the typical non-hearing teacher PCI and the non-hearing self score and the differences in perceptions of the typical hearing teacher PCI and the hearing teacher self score. A  $t$  value of 2.024 at the .05 alpha level was calculated to investigate these contrasts. The data are presented in the following table:

**TABLE 10**  
**Hypothesis 6 Analysis (Non-hearing)**

Group	Mean	Standard Deviation	Contrasts	Significance Level
NHI - NH III (Informal)	9.550	10.07	20	(p > .05)
NHII - HI (Outside)	3.850	7.13	20	

The means of the differences contrast between 9.550 and 3.850 (5.700) did not exceed the minimum significant difference required at the .05 alpha level with 38 degrees of freedom. Non-hearing teachers were not more accurate in their perceptions of the PCI of teachers within their informal group than their perceptions of the

PCI of teachers outside their informal group. The hypothesis was not confirmed for non-hearing teachers.

The second test examined the perceptions of the hearing group. The Bonferroni  $t$  test of dependent samples was again applied to the means of differences between hearing teacher perceptions of the typical hearing teacher PCI and hearing teacher self score and the mean of differences in perceptions of non-hearing teacher PCI and non-hearing self score. A  $t$  value of 2.024 at the .05 alpha level was calculated to investigate the statistical significance of these contrasts. The data are as follows:

TABLE 11

Hypothesis 6 Analysis (Hearing)

Group	Mean	Standard Deviation	Contrasts	Significance Level
HI - HII (Informal)	1.750	13.64	20	(p > .05)
HIII - NH I (Outside)	-2.100	11.16	20	

The means of the differences contrast between 1.750 and -2.100 (3.85) did not exceed the minimum significant difference required at the .05 alpha level with 38 degrees of freedom. Hearing teachers were not more accurate in their perceptions of the PCI of teachers within their informal than their perceptions of teachers'

PCI outside their informal group. The hypothesis was not confirmed for hearing teachers.

The seventh hypothesis stated that there would be a positive relationship between individual teacher's perceptions of the PCI of the members of his informal group and the individual teacher's actual PCI. A Pearson product moment correlation  $r$  was used as the statistical test for this hypothesis. Two tests of statistical significance were conducted - one for the non-hearing group and one for the hearing group.

The initial test correlated the PCI scores of the non-hearing teacher's self perceptions and the non-hearing teacher's PCI attributions to teachers within their informal group. The next test correlated the hearing teacher's self PCI perceptions and the hearing teacher's PCI attributions to teachers within their informal group. The data are as follows:

TABLE 12

Intercorrelation Matrix for Informal System Analysis (1)

Variable (Inside Informal Group)	Typical Hearing Teacher	Typical Non-Hearing Teacher
Non-Hearing Self		.557***
Hearing Self	.246*	

\*( $p < .05$ )  
 \*\*\*( $p < .001$ )

For non-hearing teachers, this data analysis produced an  $r$  value of .557 with 32 degrees of freedom. This value was significant at less than the .001 alpha level. In contrast for hearing teachers, this test yielded an  $r$  value of .246 with 86 degrees of freedom. This value was significant at less than the .05 alpha level. Apparently, there was a significant relationship between individual teacher perceptions of the PCI of members within their informal and the individual teacher's actual PCI. The hypothesis was confirmed for both hearing and non-hearing teacher groups.

The eighth hypothesis stated that there would be a positive relationship between the individual teacher's perception of the PCI of the typical teacher outside the informal group and the individual teacher's actual PCI. A Pearson product moment correlation  $r$  was used as the statistical test for this hypothesis. Two tests of significance were conducted - one for the hearing group and one for the non-hearing group.

The first test correlated the PCI scores of the non-hearing teacher's self perceptions and the non-hearing teacher's PCI attributions to teachers outside their informal group. The second test correlated the hearing teacher's self PCI perceptions and the hearing teacher's PCI attributions to teachers outside their informal group. The data are presented in the following table:

**TABLE 13**  
**Intercorrelation Matrix for Informal System Analysis (2)**

Variable (Outside Informal Group)	Typical Hearing Teacher	Typical Non-Hearing Teacher
Non-Hearing Self	.058	
Hearing Self		.048

\*( $p < .05$ )

For non-hearing teachers, this data analysis produced an  $r$  value of .058 with 32 degrees of freedom. This value was not significant at less than the .05 alpha level. For hearing teachers, this test yielded an  $r$  value of .048 with 82 degrees of freedom. This value was also not significant at less than the .05 alpha level. These  $r$  values indicate the absence of a significant relationship between the hearing teachers' PCI scores and their PCI attributions to typical teachers outside of their respective informal groups. The hypothesis was not confirmed for both hearing and non-hearing teacher groups.

To further examine the informal group relationships found in the test analyses of Hypothesis 7 and Hypothesis 8, these findings were correlated with certain demographic variables described earlier in this study. Correlation coefficients were calculated with hearing and non-hearing self PCI scores; their PCI attributions to teachers within their informal group and outside their informal group; and the demographic variables of teacher

gender, length of experience, and school level. These analyses were conducted for descriptive purposes and data provided should be interpreted with caution. Due to the fact that the sample and sub-sample analyses were performed on groups with relatively low n's (i.e., seventeen males in Table 14; seventeen elementary teachers in Table 16), these specific findings should be viewed as being tentative. The results of the calculations supported previous findings produced from tests of Hypothesis 7 and Hypothesis 8. The data descriptive of these relationships are presented as follows:

TABLE 14

Correlations from Hypothesis 7 and Hypothesis 8 by Teacher Gender

Group	Typical Hearing Teacher		Typical Non-Hearing Teacher	
	Male (n=17)	Female (n=69)	Male (n=17)	Female (n=69)
(H7) Inside (Informal System)				
Non-Hearing Self			.542**	.568***
Hearing Self	.229	.298***		
(H8) Outside				
Non-Hearing Self	.472**	-.110		
Hearing Self			.061	.065
			*(p < .05)	
			**(p < .01)	
			*** (p < .001)	

In this data table, three of the four calculated coefficients which involved teacher self PCI perceptions, their PCI attributions to teachers within their informal group, and teacher gender were statistically significant. For the non-hearing teacher group, the calculated  $r$  values for self PCI perceptions and their PCI attributions to the informal group, and teacher gender were .542 ( $p < .01$ ) and .568 ( $p < .001$ ) for males and females respectively. For hearing teachers, the calculated  $r$  values for self PCI and their informal group PCI attributions, were statistically significant at less than the .05 alpha level for females. While a positive relationship was found between hearing teachers' self PCI and PCI attributions to their informal group, the calculated  $r$  value (.229) was not statistically significant at less than the .05 alpha level for males.

In contrast, only one of the four calculated coefficients which involved teacher self PCI perceptions and PCI attributions to teachers outside their informal group was statistically significant across males and females. The relationship between non-hearing male self PCI and their PCI attributions to teachers outside the informal group with a calculated  $r$  of .472 was statistically significant at less than the .05 alpha level. The remaining  $r$  values for the non-hearing female (-.110), hearing male (.061), and hearing female (.035) self PCI and PCI attributions to teachers

outside their informal group were not significant at less than the .05 alpha level.

In the second analysis, the relationship between hearing and non-hearing teacher self PCI perceptions and PCI attributions to inside informal and outside informal group teachers within subsamples varying in length of teaching experience groups was examined. The data are presented in Table 15.

**TABLE 15**  
Correlations from Hypothesis 7 and Hypothesis 8 by  
Length of Experience

Group	Typical Hearing Teacher		Typical Non-Hearing Teacher	
	0-5 years (n=26)	5 years + (n=32)	0-5 years (n=26)	5 years + (n=32)
(H7) Inside (Informal)				
Non-Hearing Self			.535**	.602***
Hearing Self	.041	.452***		
(H8) Outside				
Non-Hearing Self	.016	.087		
Hearing Self			-.087	.192

\*(p < .05)

\*\* (p < .01)

\*\*\* (p < .001)

Similar to the results of the previous data analyses, three of the four calculated correlation coefficients for relationships between teacher self PCI and PCI attributions to teachers inside the informal group, for subsamples differing in length of teacher experience, were found statistically significant. For non-hearing teachers, the calculated  $r$  values for self PCI and their PCI



attributions to teachers within their informal group were .535 ( $p < .05$ ) for less experienced teachers and .502 ( $p < .001$ ) for more experienced teachers respectively. For more experienced hearing teachers, the  $r$  value of .452 for self PCI and PCI attributions to teachers in their informal group was statistically significant ( $p < .001$ ). While a positive relationship was found between the self PCI perceptions of less experienced teachers and their PCI attributions to their informal group (.048), the  $r$  value was not statistically significant ( $p > .05$ ).

In comparison, none of the four calculated coefficients between teacher self PCI and their PCI attributions to teachers outside their informal group with teachers differing in length of teaching experience were statistically significant. For non-hearing teachers, the calculated  $r$  values for their self PCI and PCI attributions to teachers outside the informal group with less experienced teachers (.016) and more experienced teachers (.087) were not statistically significant at less than the .05 level with 24 and 30 degrees of freedom respectively. For hearing teachers, the calculated  $r$  value for self PCI, their PCI attributions to teachers outside the informal group with less experienced teachers (-.087), and more experienced teachers (.192) were not statistically significant with 24 and 30 degrees of freedom respectively.

In the third analysis, the relationship between teacher self PCI and their attributions to teachers within the informal group

and outside the informal group by school level was investigated. The data are presented in Table 16.

This data analysis yielded results consistent with previous examinations. Three of four calculated coefficients between teachers' self PCI and their PCI attributions to teachers within their informal group for teachers at different school levels were statistically significant. For non-hearing elementary and

TABLE 16

Correlations from Hypothesis 7 and Hypothesis 8 by School Level

Group	Typical Hearing Teacher		Typical Non-Hearing Teacher	
	Elem. (n=17)	Secun. (n=52)	Elem. (n=17)	Secun. (n=52)
(H7) Inside (Informal)				
Non-Hearing Self			.473*	.672***
Hearing Self	.151	.414**		
(H8) Outside				
Non-Hearing Self	.170	-.067		
Hearing Self			.114	.414***

\*(p < .05)  
 \*\*(p < .01)  
 \*\*\*(p < .001)

secondary teachers, the calculated  $r$  values of their self PCI and their PCI attributions to teachers in their informal group were .473 and .672, significant at less than the .05 and .001 alpha levels respectively. For hearing teachers, the calculated  $r$  value for self PCI and their PCI attributions to teachers within their

informal group at the secondary level (.414) was statistically significant at the less than .01 alpha level. A nonsignificant coefficient (.151) was calculated for the relationship between elementary level hearing teachers' self PCI and their PCI attributions to teachers within their informal group.

In contrast, only one of the four calculated coefficients between teachers' self PCI and their PCI attributions to teachers outside their informal group - the  $r$  value for teachers at the secondary level - was significant. The relationship between secondary level hearing teacher's self PCI and their attributions to teachers outside their informal group (.414) was statistically significant with 52 degrees of freedom at the .001 alpha level. The remaining  $r$  values for the non-hearing elementary teacher (.170), the non-hearing secondary teacher (-.067), and hearing elementary teacher (.114) self PCI and their respective PCI attributions to teachers outside their informal group were not significant at less than the .05 alpha level.

The final hypothesis compared the correlations produced in tests of Hypothesis 7 and Hypothesis 8. It posited that the correlation between the individual teacher's perception of the informal group's PCI and self PCI (Hypothesis 7) will be significantly greater than the correlations between the individual teacher's perception of the PCI of teachers outside their informal group's PCI and those individual teacher's PCI (Hypothesis 8). To examine this relationship, the  $t$  test for dependent correlation

coefficients was computed for each teacher group. Noted in Table 17, the data are presented.

For non-hearing teachers, the calculated  $r$  of .557 (Hypothesis 7) and the  $r$  of .058 (Hypothesis 8) were produced with 31 degrees of freedom. A  $t$  value of 7.10 was yielded which exceeded the value required (3.65) at the .001 level of probability. There was a greater correlation between a non-hearing teacher's perception of the informal group's PCI and self PCI than the correlation between

**TABLE 17**  
Interrelation Matrix for Dependent Correlation Coefficients  
in Hypothesis 7 and Hypothesis 8

Group	Dependent Correlation Coefficient Hypothesis 7 (Self-Informal)	Dependent Correlation Coefficient Hypothesis 8 (Self/Outside)	$t$ value
Non-Hearing (df = 31)	.557	.058	7.10***
Hearing (df = 81)	.246	.043	1.38

\*\*\* (p < .001)

the PCI of teachers outside the informal group and self PCI. The hypothesis was confirmed for non-hearing teachers.

For hearing teachers, the calculated  $r$  of .246 (Hypothesis 7) and the  $r$  of .043 (Hypothesis 8) were produced with 81 degrees of freedom. A  $t$  value 1.38 was yielded which did not exceed the value required ( $t = 1.99$ ) at less than the .05 level of probability.

There was not a significantly larger correlation between a hearing teacher's perception of the informal group's PCI and self PCI than the perception of the PCI of teachers outside the informal group and self PCI. For hearing teachers, the hypothesis was not confirmed.

#### Summary of Reliability Coefficient Findings

Reliability coefficients were calculated of the Pupil Control Ideology Forms 1, 2, and 3. These reliability coefficients are presented in Table 18. Alpha coefficients for Forms 1, 2, and 3 were .75, .85, and .80 respectively. In addition, Alpha reliability coefficients for Pupil Control Ideology and auditory status (hearing or non-hearing) were calculated. Coefficients for non-hearing teachers on Forms 1, 2, and 3 were .69, .82, and .79 respectively. Coefficients for hearing teachers on Forms 1, 2, and 3 were .77, .89, and .79 respectively.

#### Semi-structured Interviews

A semi-structured interview protocol was utilized to secure additional information from approximately twenty percent of the sample of teachers (n=21) who participated in the survey segment of this investigation. The interview technique employed specific questions pertinent to the hypothesis used in this study. The participant reactions were often quite intense and facilitated lively discussions. This was particularly evident in dialogues focused on the differentiated beliefs and practices between hearing and non-hearing teachers toward the control of deaf students. These

intense feelings, generated by selected study participants regarding appropriate student discipline, were used as a vehicle for gathering further information relevant to the hypotheses of this study.

The interview sample consisted of approximately twenty percent of the hearing and non-hearing teachers who participated in the investigation. Ten percent of the teachers were selected from each school level (elementary and secondary) in the residential facility. The selection process was purposive with participants

**TABLE 18**

**Instrument Reliability Coefficients**

<b>Teacher Pupil Control Ideology</b>		<b>Alpha Coefficients</b>
Form I	Self	0.75
Form II	Typical Hearing Teacher	0.85
Form III	Typical Non-hearing Teacher	0.80
<b>Non-hearing</b>		
Form I	Self	0.69
Form II	Typical Hearing Teacher	0.82
Form III	Typical Non-hearing Teacher	0.79
<b>Hearing</b>		
Form I	Self	0.77
Form II	Typical Hearing Teacher	0.89
Form III	Typical Non-hearing Teacher	0.79

chosen based upon their willingness to cooperate and to ensure that an appropriate cross-section of teacher gender, experience, and hearing status variables was represented. Four males and seven females were selected from the hearing group and five males and five females from the non-hearing group. Of this sample, twelve teachers had more than five years of experience and eight teachers had less than five years of experience.

Interviews were conducted primarily in the school setting, although several interviews took place in the homes of several participants at their request. In view of the sensitive and personal nature of the inter-group pupil control beliefs which are inherent within the study hypotheses, several participants preferred the private interviews. Group interviews were also conducted.

The duration of the interviews ranged from approximately thirty minutes to one-and-one-half hours. Generally, the interviews with non-hearing teachers were longer in duration due primarily to the differences in communication used by hearing and non-hearing teachers. With the non-hearing informants, sign language was used simultaneously by the interviewer and the interviewees. This discursive situation invariably resulted in a more deliberate interview process.

The data were recorded using verbatim and semi-verbatim notetaking techniques with all respondents. However, due to the difficulty in transcribing sign language as communicated by the non-hearing teachers, "key-word reconstruction techniques"

(Dobbert, 1982; p. 379) were often utilized. Key phrases were inscribed whenever a sentence translations could not be made during the interview. However, immediately after the interview, these notes were reconstructed back to their original form from the interviewer's memory. With hearing informants, this technique was often utilized when teachers became visibly apprehensive when the interviewer was recording verbatim data relevant to information of a sensitive nature. In addition, the informants were assured anonymity, hence their responses were coded to their hearing status and serial number (e.g., H#1 for hearing teacher number one; NH#3 for non-hearing teacher number three).

Due to the interrelated content of the hypotheses generated and tested in this investigation, the primary field of data was in response to the first several hypotheses discussed with the informants. The corresponding questions or statements, and informant responses are presented in serial form. Given the semi-structured interview technique, the interviewer was able to followup individual respondent comments with additional questions. In group interviews, the interviewer was and interviewees were able to followup comments made by others in the group with additional questions and comments.

#### Statement 1

In response to the query: "Do you feel hearing teachers believe deaf teachers have more strict student discipline beliefs than the deaf teachers?" the following exchanges illustrated hearing and non-hearing teacher perspectives:



Yes, this is true. True because the hearing teachers are not consistent with enforcing the school rules. One day they will and another day they won't. Sometimes they are strict, but most of the time they ignore the students. A rule or policy must be followed and we must remind the students constantly or they won't listen. Many times, I have to correct a student standing next to a teacher [hearing] who is ignoring the misbehavior. (NH#1)

Several hearing informants noted:

The deaf are really big on social behavior, etiquette, and that kind of thing. You know, eating habits, table manners, being polite, picky things, but they ignore the fights. (H#11)

I don't know what \_\_\_\_\_ does [non-hearing teacher], but once that door closes, that is it! I have had kids willing to lose points for not completing an assignment during my class, so that they may finish their homework for \_\_\_\_\_'s class. They're [non-hearing] are strict as hell about that. (H#1)

I think that they are [non-hearing]...they put on a show in public, but they have the noisiest classes. (H#5)

Two other teachers disagreed with the hypothesis with the following:

It's not a deaf-hearing issue. It just takes nerve to stand up to these kids. Fear leads to a hands-off policy. Even though the deaf teachers don't think so, there are some weak individuals in their group. There are a few deaf teachers who won't put up with anything and I feel the same way. (H#2)

There are many hearing teachers that are as good disciplinarians as the deaf...but I think it's in how they go about it. They [non-hearing] truly put on a strong, physical presence and get carried away. They'll walk up to a student who might be kissing his girlfriend and get real close physically, you know...then their eyes are nearly bugging out of their heads. They'll judo chop their palms and scream "stop!" The kids listen...the deaf and some of the hearing P.E. teachers demand attention...they'll explain, demonstrate, the right way, the wrong way, again, and again, and again until the kids responds that he "understands." I've tried it...it didn't work...I guess I don't have it [laughter]. (H#11)

## Statement 2

When asked the question: Do you think deaf teachers feel that hearing teachers have less strict pupil control views than other deaf teachers; do you agree with this? A majority of the informants concurred with the statement, although a differential pattern of responses was observed between the hearing and non-hearing teachers. Several responses of the non-hearing informants were:

Oh sure, hearing and deaf teachers have different beliefs about students. We do not think the same as hearing teachers! The deaf teachers worry more about the children. The hearing want to be friends with the children...they [hearing] just want the students for themselves...they spoil them! (NH#5)

Not all of them are strict, but they think they know everything there is about deaf kids...you can't change their minds about anything...they act like Brahmins. (H#2)

Hearing teachers try their best...some of them act like missionaries...they don't pay attention to the little things and the little things get worse and worse...then they lose control...they want the students to like them and are afraid to lose their popularity...so they try to make it in our culture...they try to change our culture and that is wrong. (NH#7)

During assemblies, the hearing teachers talk to each other and don't pay attention to the kids. We watch the students and have to watch the principal too so we can explain it to the students. (NH#4)

A hearing teacher noted:

The students put it over on the hearing teachers, and they get away with diddly-squat with the deaf, but they are [non-hearing] the first ones that they go to when they have a problem. (H#9)

### Statement 3

When the non-hearing respondents were asked if they believed that their non-hearing colleagues were more custodial or discipline oriented than their hearing colleagues, one teacher's perspective provided a comprehensive view representative of his informal group:

There was a multi-handicapped student banging his head against the wall. I could feel the noise when I was in the workroom. I waited for several seconds, but it still continued. Finally, I went into the hallway and saw this student banging his head. I looked down the hall and there was his teacher talking to another teacher. Both ignored the student. The other teacher told her I was in the hallway because they looked at me. Then [the child's teacher] ran down the hallway and stopped the boy. I would have stopped him right away. No deaf teacher would do that. (NH#1)

This teacher continued:

The hearing teachers often criticize without giving reasons. This is why the deaf students repeat bad behaviors over and over again. Deaf teachers always explain the reason why a specific behavior is wrong. Maybe it won't help the next time, but you hope the student will stop and think before he does it again. He will do it again, but eventually, he will stop and think of reasons why it is wrong and stop. Hearing teachers give no reasons, so the deaf students cannot learn their lesson. They will act wrongly and won't know why.

Another teacher commented:

Many times the deaf student will act so silly and we will stop them and tell them they are acting like children. They [students] tell us that several teachers [hearing] thought it was funny and laughed. They asked us, "What's wrong?" We try to tell them that they are acting silly and make deaf people embarrassed. (NH#6)

A non-hearing teacher made this observation:

The hearing may have sharp ears, we [non-hearing] have sharp eyes. Almost everyday, you will see a hearing teacher bring students to the office for bad behavior. They didn't handle their discipline problems...they just "showoff" their problems so they can get rid of the more difficult children out of class so they can have a vacation. The teachers

should solve their problems by not showing off at the office.  
The deaf teachers solve their own problems. (NH#9)

The following statements provide additional perspectives offered by  
non-hearing teachers:

If a hearing teacher walks down the hall, students don't pay attention, but if a deaf teacher walks down the hall, they [students] show more respect...they know we are aware of what they are doing. (NH#6)

The deaf teachers are more strict because we have to worry about them when they [students] grow up. After graduation, they go to work in the hearing world, but they prefer the deaf community. We want them to be responsible adults and good members of the deaf community. (NH#8)

The hearing teachers let them do what they want. They don't care because they do not see them after they leave school [after graduation]. We have to! We see them at deaf clubs, tournaments, conventions. We have a stake in their [students'] future, the hearing do not...that is why they are lazy about discipline. (NH#5)

Deaf teachers try to help deaf children, hearing teachers need deaf children. We tell them that they embarrass all deaf people when they are bad. (NH#9)

The hearing use "straight English and language" which go over their [students'] heads. (NH#3)

Hearing teachers ignore misbehavior, we correct on-the-spot. I didn't say that the deaf correct more than the hearing, only that they are more likely to correct. (NH#9)

They [hearing] give them inflated grades. (NH#5)

The hearing teachers were also offered the opportunity to respond  
to Statement 3:

They're [non-hearing] good teachers and they communicate better with the children. They're really strict compared to us and they become very upset, almost irate when the kids don't obey rules like passes...not going to the bathroom during assemblies...that sort of thing...some of those rules are truly archaic, but the deaf teachers enforce them anyway. (H#10)

You really can't tell them anything...they just nod and do what they want...they're so stubborn and dogmatic...a rule is a rule regardless. (H#2)

...definitely, lots of times we ignore a lot of things that they [non-hearing] pick on, but its the same stuff that you see in high schools anywhere...that's what's expected...they range from 15 to 21...they're grown-up! (H#8)

Many of the hearing teachers here [high school] can't get that excited over some of the things that the deafies are so "hard core" about. (NH#9)

They're [non-hearing] great passive-aggressives. (H#6)

In response to the statement made by the researcher that he felt that hearing teachers viewed their hearing colleagues as less student control oriented than deaf teachers, a variety of responses were proffered:

Yes, I agree. Many times, hearing teachers will ignore the students especially on their free time...like planning periods, walking to lunch...when the hearing teachers eat, they are off-duty. (NH#5)

...the deaf teachers work full-time with children, hearing teachers work part-time...that's why. (NH#8)

We expect more from children. We don't sympathize or feel sorry for them like the hearing...hearing teachers ignore while we correct on the spot. (NH#9)

Two teachers provided graphic examples:

Did you notice the lunchroom? All students sit near the hearing teachers because they can do what they want and feel free. Everyone notices that, but they [non-hearing] think they are popular. (NH#4)

I think that the deaf are more formal...did you see the Prom? Well, deaf teachers danced with students very formally, but hearing teachers, some of them, acted the same age as the students. (NH#6)

From the hearing teacher's perspective, the effects of the socialization press emerged:

The new student teachers can't crack the Deaf Corps...they really catch it...the deaf don't give them the time of day unless they "crossover"...the new teachers have to be strict and learn how to communicate, or they're blown off. (H#3)

More negative responses were:

It's amazing, though, all the kids go to the deafies for advice...talk about their problems. (H#7)

They never go to a hearing teacher unless they want something. (H#2)

Many of the teachers are jealous of the deaf [teachers] because of the rapport that they have with the students...the hearing sponsor clubs and try to get in good with the kids that way. (H#9)

In the same view, another teacher commented:

With the hearing, a fight between deaf students is like a self-fulfilling prophecy. One time a teacher [hearing] said, "What do you expect?" That really upset me. (NH#4)

One of the main difficulties that hearing teachers have in general when disciplining deaf students was described:

Many times the hearing teachers are at a disadvantage because they have problems understanding or reading the signs of deaf children. Deaf teachers generally know what's going on and can take care of discipline problems immediately...they don't have to waste time trying to find out what's taking place...they almost know beforehand. (NH#5)

Several hearing teachers responded to this previous statement:

Oh sure, that's not surprising. They [non-hearing] all think they are superior because of that. They say that they know what's best for the kids because they know what it's like in the hearing world. This may be right, but they forget that it's still a hearing world and hearing values out there. These kids aren't going to be working for deaf companies. They have to make it with the hearing. ASL [American Sign Language] is fine, but the hearing world doesn't use ASL, so the kids are out of it. They have

to be able to write and even sign correct English and communicate better. (H#6)

Most of the time that I have to solve a problem, it's a hearing teacher. (H#11)

They have their good disciplinarians like \_\_\_\_\_.  
or \_\_\_\_\_, but they have their weak ones too  
like \_\_\_\_\_ and \_\_\_\_\_. (H#7)

They put on a great show, but they just talk with the kids in class. (H#1)

The hearing teachers are trying, but we're all lumped together as being liberal. Most of them [non-hearing] are older too. They've been here for centuries so they're still back in the Middle Ages. (H#10)

...they don't seem to have the discipline problems we do.  
(H#9)

#### Statement 4

When asked: Do you think that either hearing or deaf teachers know the discipline beliefs of their group than outside the group? Hearing responses were characterized by references to the solidarity of the non-hearing teachers:

Well, you know how it is..."deaf to deaf". They always win out. They have the pipeline to the superintendent. They think it's their world only and you play by their rules. (H#6)

I don't think they're [non-hearing] any better [disciplinarians], but they think they are. (H#2)

The deaf grapevine is faster than the hearing one...they're tight. (H#11)

We call them, the "deaf corps". You can't break it, you can't crack it. It's their way or no way at all. (H#3)

They love their own cliques and don't eat with us. They know each other like books. (H#7)

...their standards [non-hearing] of behavior are different...they generally make their own rules as a group

which often are in direct opposition to those accepted by the hearing. (H#7)

...the squeaky sign [sign language] gets the grease. (H#9)

#### Non-hearing teachers noted:

If a hearing teacher comes from a good teacher training program with deaf professors and adult deaf, they seem to know more about their job and deafness. They're friendlier, too. You can tell easily. (NH#4)

I can't help what I am. I can't hear, but I can't be hearing. They can become deaf [by using American Sign Language]. Hearing teachers who do this are better off. (NH#9)

The reason deaf people become teachers is because we know that we can help deaf children because we grew up in the deaf world and we know their needs. The hearing stereotype us as deaf and that's it! This is stupid because there are as many different kinds of deaf people as hearing people. But, we [non-hearing] are all here for one reason: to help deaf children become responsible adults. Most of us have the same experience; all have suffered in the same way in the hearing world. The hearing are here for many different reasons. Some have deaf parents like you or have deaf relatives. Some come to deaf education because they thought all you must do is learn sign language...that's it. They think deaf children are cute compared to other handicapped children. When they finally teach, they realize that it's not easy. The hearing came for many reasons. The deaf come for the same basic reason, that's why we know each other so well... we may not like each other, but we know each other. (NH#4)

We have a culture, they don't. (NH#4)

Deaf teachers should know more about how other deaf teachers feel because we all remember what it was like in school when we were kids. We had similar problems and the only deaf people we saw were not teachers, but cottage or dorm parents. They're the ones that helped us the most. We all have the same war stories, maybe...we have a handicap in common, the hearing don't. (NH#6)

We become sponsors...doesn't help...it's "deaf-to-deaf" regardless. They stick together better than we do. No matter how hard we try...the kids go to the deafies and spend half their time talking about their problems in class. (H#1)



## CHAPTER V

### Summary, Conclusions, and Recommendations

This chapter is divided into three sections: summary, conclusions, and recommendations. In this manner, a clear overall representation of the study is presented, conclusions derived from the data collected during the investigation are made, and recommendations for further research in the same or related lines of inquiry are proffered.

#### Summary

The major purpose of this investigation was to examine the variation in the pupil control ideology between two segments of a teacher subculture within a total institution. The impetus for this study focus was generated from data collected during an exploratory field study of a residential facility for the hearing impaired. Data collected from these field observations led to the following premises: 1) pupil control was a pervasive feature of daily interactions within the teacher subculture; 2) a differential pattern of pupil control beliefs existed between hearing and non-hearing teachers; and 3) the likelihood for the occurrence of the phenomenon of pluralistic ignorance among teachers was strongly suggested. This was based on the observation of relatively strict on-stage teacher behaviors which contrasted with more lenient behaviors exhibited by teachers in their classrooms. These

premises provided the empirical basis for the generation of hypotheses guided by the construct of pluralistic ignorance applied to the informal group structures of hearing and non-hearing teacher groups.

The research was conducted in a residential school for the deaf in the southern part of the United States. The field study, PCI form administration, and follow-up interviews took place during the first seven months of 1985. One hundred and eighteen hearing and non-hearing teachers responded to the PCI questionnaires. Approximately twenty percent of the survey participants agreed to be interviewed. The content of the interviews was focused on teacher reactions to hypotheses formulated for this study.

Nine hypotheses were generated for this investigation. The first five hypothesis involved tests of the basic construct of pluralistic ignorance between hearing and non-hearing groups within the teacher subculture. Analyses of data were performed using the Bonferroni MC method. Hypotheses were tested for statistical significance at the .05 alpha level. Also, tests of significance at the .01 and .001 alpha levels for each hypothesis were performed. The results of the tests of significance indicated the existence of the phenomenon of pluralistic ignorance consistent with previous pupil control ideology research findings. Non-hearing teachers perceived themselves and their colleagues as more custodial than their hearing counterparts. In addition, they were perceived by hearing teachers as more custodial than non-hearing teachers

reported themselves. Hearing teachers were perceived by their hearing colleagues as more custodial than they perceived themselves. However, hearing teachers were not perceived by their non-hearing colleagues as more custodial than they perceived themselves. This attribution, though in the predicted direction, was not found to be statistically significant.

Other analyses of hypotheses examined hearing and non-hearing teacher PCI attributions to members inside and outside the informal group. Results revealed that neither hearing nor non-hearing teacher groups were more accurate in the perception of the PCI of teachers in their informal group than the perception of the PCI of teachers outside their informal group. However, positive correlation coefficients were produced between hearing and non-hearing teacher perceptions of the PCI held by colleagues of their informal group, but not the PCI of colleagues outside their informal group. Further, it was found that there was a closer association between the non-hearing teacher's perception of the informal group's PCI than the perception of the PCI of teachers outside the informal group.

Alpha reliability coefficients were calculated for all forms of the PCI and ranged from .75 to .85. Alpha reliability coefficients were also calculated on all three Pupil Control Ideology Forms for hearing and non-hearing teachers. For hearing teachers, these coefficients ranged from .77 to .85, while

non-hearing teacher correlation coefficients ranged from .69 to .82.

Pearson product moment correlation coefficients were calculated to examine the relationships between demographic and theoretical variables with hearing and non-hearing teachers. Ten significant correlations were found and nine of the calculated correlation coefficients were found by the informal group attributions of both teacher groups.

Semi-structured interviews were conducted with a cross-section of teachers representative of the demographic variables included in this research study. The data collected were based upon informant beliefs and perspectives relevant to the hypotheses generated for this investigation. This information tended to support the findings relative to hearing and non-hearing teacher perspectives toward the control of students in a total institution setting.

### Conclusions

This section presents three separate conclusions. These conclusions are used to summarize the important findings of this study and relate them to previous relevant literature. The first two are interrelated and presented together as follows:

#### **CONCLUSION 1:**

It is concluded that the phenomenon of pluralistic ignorance exists as a normative structure of daily teacher interactions within the total institution setting examined in this study.

**CONCLUSION 2:**

As part of their norm fulfilling public posture toward the control of students and their aspirations for their students, non-hearing teachers hold, and are perceived as holding, more custodial views than their hearing colleagues.

The first five hypotheses predicted a custodial pluralistic ignorance concerning pupil control ideology. These predictions replicated Packard's study (1970) with the hypotheses modified to provide data focused on the differences in pupil control beliefs held by hearing and non-hearing teachers. Observations of the more rigid on-stage behaviors demonstrated by the non-hearing teachers, as compared to the more lenient on-stage behaviors shown by hearing teachers, provided the rationale for the directions of the following hypotheses.

It was hypothesized that hearing teachers would perceive the PCI of typical non-hearing teachers to be more custodial than non-hearing teachers would report themselves. To test this hypothesis, the Bonferroni MC method was applied to the data. The mean PCI score of the hearing teachers' perception of the PCI of non-hearing teachers' PCI (72.05) and the non-hearing teachers' self PCI score (64.94) were contrasted. This mean PCI score difference was statistically significant at less than the .001 alpha level. The hypothesis was confirmed and it was suggested that hearing teachers perceived the PCI of non-hearing teachers to be more custodial than they (non-hearing) reported themselves. This finding was consistent with results reported in Packard (1970)

and Biddle (1964) and provided support for the proposition suggested by field observations that the on-stage behaviors of non-hearing teachers were viewed by hearing teachers as part of a norm fulfilling teacher posture which enjoined custodially oriented set of prescribed behaviors to be used with students in public settings.

Interview data collected by the researcher provided qualitative support for this test result. Several examples of statements made by hearing teachers were "they're strict as hell about that", "once the door closes (non-hearing teacher's room), that's it!", or "they put on a show in public." The content of these statements provided support for the premise that non-hearing teachers publicly enact a normative standard of strictness and a maintenance of appropriate social distance with students which appears to be a salient feature of the teacher subculture examined in this investigation.

As implied in the interview data, there are strong, pervasive, and clear pupil control norms associated with the non-hearing teacher subgroup. This PCI attribution suggests a level of custodialism higher than non-hearing teachers would report themselves. Non-hearing teachers are inclined to demonstrate rigidly prescribed on-stage pupil control behaviors in conformity with social rules despite their personal standards for actions, thereby contributing to the incidence of pluralistic ignorance.

It was predicted that non-hearing teachers would perceive the PCI of typical hearing teachers to be more custodial than hearing teachers would report themselves. The Bonferroni MC method was utilized as the test of significance. The self PCI of hearing teachers (57.38) was contrasted with the non-hearing teachers' perception of the PCI of the typical hearing teacher (61.26). Although in the predicted direction, the mean score difference of 3.88 was not significant at less than the .05 alpha level. The hypothesis was not confirmed and it was suggested that non-hearing teacher PCI attributions for hearing teachers were not less custodial than hearing teachers perceived themselves. This prediction was generated from data collected from the exploratory field study and previous pluralistic ignorance findings.

While the test of significance did not support this hypothesis, this may have been due to the size of the non-hearing subsample ( $n=34$ ). The interview data collected from non-hearing teachers suggested that they believed strongly that hearing teachers had less strict pupil control views than their hearing colleagues. This strong sentiment may have reduced the impact of the pluralistic ignorance perception. Statements such as "hearing teachers let them do what they want!", "hearing teachers ignore misbehavior, we control on the spot", "when hearing teachers eat, they're off duty", "some of them acted the same as the students", and "they [hearing teachers] spoil them," provided the general theme for

non-hearing teacher views on hearing teacher student control belief patterns.

While the hypothesis was not confirmed, data collected from teacher interviews provided some support for the premise that differential pupil control structures are associated with each teacher subgroup examined in this study. Various statements elicited by hearing and non-hearing teachers substantiate the argument that hearing teachers are perceived as being more humanistic in their PCI views. Hence, there is the possibility that non-hearing teachers were more accurate in their PCI attributions to their hearing colleagues. This may have possibly reduced the attribution of pluralistic ignorance due to the characteristics of the teacher subculture examined in the study; perhaps a finding somewhat different than Yuskiewicz and Willower (1973) or McAndrews (1971) may have predicted.

In the third analysis, it was hypothesized that hearing teachers would perceive the PCI score of the typical hearing teacher to be less custodial than they perceived the typical non-hearing teacher's PCI. As perceived by the hearing teachers, the mean PCI score of the typical hearing teacher (64.44) was compared with the mean PCI score of the typical hearing teacher (72.05). The Bonferroni MC method was applied to the test data. The mean score difference of 10.91 was significant at the .001 alpha level. The hypothesis was confirmed and it was found that hearing teachers perceived the PCI of their hearing colleagues to



be less custodial than they perceived the typical non-hearing teacher's PCI.

This non-hearing teacher PCI attribution to hearing and non-hearing colleagues indicated support for the existence of pluralistic ignorance described in earlier related research (Biddle, 1964; Packard, 1970; Salerno, 1975; Wisniewski and Miles, 1970). In the prior body of related studies, it was theorized that the often orchestrated on-stage pupil control behaviors by teachers were possibly contrary to the less rigid behaviors which might be observed within less visible areas such as the classroom. Prior pupil control researchers concluded that the variation of teacher behaviors which might be dictated by the nature of the setting, either public or private, contributed to the incidence of pluralistic ignorance in school settings. In spite of the stereotypic images that hearing (less custodial) and non-hearing teachers (more custodial) had of other teachers in this setting with regard to pupil control, these findings provided support for the contention that pluralistic ignorance existed as in prior research.

In addition, considerable support for statistical conclusion of the third hypothesis was derived from the teacher interview data. When hearing teachers were asked if they perceived their hearing colleagues as being less control oriented than non-hearing teachers, a consistent pattern of responses emerged. Hearing teacher responses characterized non-hearing teacher pupil control

perspectives with "they're (non-hearing) really strict compared to us", "they become upset, almost irate when the kids don't obey the rules", or "some of the rules are archaic, but they enforce the rules anyway." Other responses, "a rule is a rule regardless", "the deafies are so hard-core," and "they're so stubborn and dogmatic," offer graphic examples of the norm fulfillment practices of non-hearing teachers as observed by the hearing teachers. These statements also serve as a dynamic example of the possible socialization press within this school culture.

The fourth hypothesis predicted that non-hearing teachers' perceptions of the PCI of the typical non-hearing teacher to be more custodial than the non-hearing teacher views of the typical hearing teachers' PCI. The Bonferroni MC method was utilized as the test of significance. As perceived by the non-hearing teacher, the mean PCI score of the typical hearing teacher (72.18), was compared with the mean PCI score of the typical hearing teacher (61.26). The difference between the means was 10.91 which was significant at less than the .001 alpha level. The hypothesis was confirmed and it was indicated that non-hearing teachers perceived the PCI of their non-hearing colleagues to be significantly more custodial than their perceptions of the hearing teacher's PCI.

In the case of the non-hearing teacher, particularly with regard to this hypothesis, this study argues that the non-hearing teacher group provided the normative standard for a conservative pupil control ideology. It can be contended that non-hearing

and hearing teachers would be influenced in regard to PCI by the non-hearing colleague group. Statements by non-hearing teachers "no deaf teacher would do that [ignore student behavior]", "they [hearing] spoil them", or "they give them inflated grades" offered additional information which lend empirical support to the existence of a non-hearing group/socialization press in the form of a set of custodial role expectancies toward the control of students.

In contrast, the data analysis also lent support for the existence of a somewhat different group socialization press by hearing teachers in the form of a less custodial set of role expectancies toward the control of students. For instance, non-hearing teachers' perceptions that hearing teachers "spoil" non-hearing students may reflect different teacher aspirations for students. Non-hearing teachers may feel that non-hearing students need strict discipline so that they can get along in the non-hearing community and a possibly less understanding hearing world. Hearing teachers may be less sensitive about meanings in the non-hearing community, more optimistic about life in the hearing world, and subsequently more lenient about pupil control.

The fifth analysis is the fundamental pluralistic ignorance hypothesis test originally investigated by Packard (1970). To test this prediction, in accordance with the design requisites of the current study, it was hypothesized that all teachers, both hearing and non-hearing, would perceive the PCI of the typical teacher in

the informal group to be more custodial than teachers would report themselves. Two sets of typical teacher self mean PCI score contrasts were conducted for each teacher group. The Bonferroni MC method was again applied to each set of contrasts.

For hearing teachers, their perceptions of hearing teacher PCI (64.44) and hearing teacher self PCI (57.38) were found statistically significant at less than the .001 alpha level. The hypothesis was confirmed for hearing teachers and it was suggested that hearing teachers perceived the PCI of hearing and non-hearing teachers to be significantly more custodial in their PCI than teachers supported themselves.

For non-hearing teachers, the results were similar. Non-hearing teachers' PCI perceptions of the typical non-hearing teachers (72.18) were contrasted with the mean PCI self-score of non-hearing teachers (64.94). The application of the Bonferroni MC method to measure the significance of the difference between these PCI mean scores yielded a probability at less than the .05 alpha level. Non-hearing teachers perceived non-hearing teachers to be more custodial than non-hearing teachers reported themselves.

In terms of the overall hypothesis, it can be stated that the phenomenon of pluralistic ignorance about pupil control ideology exists in the research setting, particularly for the hearing groups and less significantly for non-hearing teachers. The PCI attributions of hearing and non-hearing teachers to members of the

teacher subculture were commensurate with the results reported in Packard's study (1970) regarding teacher PCI perceptions of other teachers.

In the case of the non-hearing teacher PCI attributions to hearing colleagues, the non-statistical significance of this mean PCI difference appears to be related to the non-hearing teacher's observations of the more lenient on-stage behaviors of hearing teachers. From the non-hearing group perspective, a graphic example was provided by a non-hearing teacher who remarked "they don't handle their discipline problems, they just want the kids out of their classes...a deaf teacher solves their own problems and doesn't show off by bringing students to the office everyday ...deaf teachers don't do that." Another non-hearing teacher noted "when a hearing teacher walks down the hall, the students don't pay attention...they [students] show more respect to the deaf teachers because we can tell what they're up to." A non-hearing teacher concluded with an interesting metaphor when explaining why the non-hearing teachers are better at discipline, "the deaf have sharp eyes, but the hearing have only sharp ears [laughter]...here eyes are more important!"

From the hearing teacher perspective, an illustrative example was provided by one teacher who noted "they [non-hearing] use discipline techniques that they learned in schools during the fifties...they're totally out of contact with reality...schools and times have changed, but they still fight for tradition like that

goddamned drum beating for the cheerleaders, my God!" Another hearing teacher observed "they're [non-hearing] so conservative...this is fine if the kids are to remain here for the rest of their lives...a cocoon...but they're not." Along these lines, another hearing teacher responded angrily by saying "they act as if they know it all and everyone has to follow along... they even act as if they're the only ones who care...we care more... you don't see any deafies after school...we're the ones trying to help!"

While the informant interview sample may be limited, it does appear to reflect a general consensus of hearing and non-hearing teachers regarding the pupil control belief perspectives of individuals within their teacher subculture. Apparently, the consistently held belief that hearing teachers are less custodial than non-hearing teachers impacts more heavily on non-hearing teacher PCI attributions of pluralistic ignorance. The sole contrast of the six pluralistic ignorance comparisons that was less consistent with pluralistic ignorance findings in this investigation involved non-hearing teachers' perceptions of hearing teachers' pupil control ideology.

### Conclusion 3:

It is concluded that individual teachers tend to be influenced by the perceptions of the PCI views of their informal group colleagues particularly non-hearing teachers who exhibited more homogeneous informal group member characteristics. The relative influence of

teacher informal structure on the PCI views of its members was found to be consistent across the variables of teacher gender, length of experience, and school level.

The remaining four hypotheses further examined the relationships in the first five hypotheses. The data collected from the exploratory field study suggested the existence of pluralistic ignorance patterns as originally investigated by Salerno and Willower (1975). Hence, the final four hypotheses are, at least in part, a replication of earlier pluralistic ignorance research adapted to the informal group structures.

It was argued that individual teachers would be influenced by their perceptions of the PCI views of their colleagues. Consequently, it was predicted that this teacher socialization influence would be strongest at the informal group level. Hypotheses 6 through 9 were formulated to test the overall prediction that hearing and non-hearing teachers would be more strongly influenced in their PCI by teachers within the informal group than by teachers outside their informal group. The following predictions were developed to test this overall hypothesis.

Hypothesis 6 was formulated to compare pluralistic ignorance at two levels of abstraction focus examined in this study. It was predicted that teachers would more accurately perceive the PCI of teachers within their informal group than they would perceive the PCI of the typical teacher outside their informal group. The Bonferroni t test for dependent samples was applied to separate

data analyses of informal/outside informal perceptions for hearing and non-hearing teacher groups.

For the non-hearing group, the mean of the differences between typical non-hearing teachers' perceptions of the typical non-hearing teacher and non-hearing self PCI, and the mean of the differences between non-hearing perceptions of the typical hearing teacher PCI and the hearing teacher self-score were compared. A  $t$  value of 2.024 at the .05 alpha level was calculated. The mean of the differences contrast between 9.55 (informal) and 3.85 (outside informal) did not exceed the minimum significant difference required at less than the .05 alpha level with 38 degrees of freedom. The hypothesis was not confirmed for the non-hearing teacher group. Again, this may be due to the relatively small subsample size ( $n=34$ ) or relatively strong feelings about hearing PCI held by non-hearing teachers.

For the hearing teacher group, the mean of the differences between the hearing teacher's perceptions of the typical hearing teacher's PCI and the hearing teacher's self PCI were compared to the mean of the differences in perceptions of the typical non-hearing teacher's PCI and the non-hearing self PCI. A  $t$  value of 2.024 at the .05 alpha level was calculated. The means of the differences contrast of 1.75 (informal) and -2.10 (outside informal) did not exceed the minimum significant difference required at less than the .05 alpha level with 38 degrees of freedom. The hypothesis was not confirmed for the hearing teacher



group and it was suggested that hearing teachers were also not more accurate in their perceptions of the PCI of teachers within their informal group than their perceptions of the PCI of teachers outside their informal group.

The results of the two tests of Hypothesis 6 were not consistent with findings reported by Salerno (1975). In this prior study, Salerno argued that the stronger the socialization influence of the informal group on the teacher, the more accurate the teacher's PCI attribution to the informal group. Several factors related to design and social meaning artifacts between Salerno's study and the present investigation may have contributed to these discrepant findings.

In Salerno's study, sociometric techniques were employed to identify the informal groups within the schools, to structure the groups for statistical analysis, and to interpret the collected data. In this investigation, informal group structures were identified based upon observations made during the exploratory field study. The two subgroups, hearing and non-hearing, with their respective informal group structures, were classified by their clearly differentiated pattern of pupil control beliefs. Members of each subgroup referred to each other often in disparaging terms such as a plain "hearing" sign accompanied by a negative facial expression (e.g., a frown) when referring to a hearing teacher. In contrast, hearing teachers used the term "deafies" in regard to their non-hearing colleagues. These

references served to depict two basic, but distinct subgroups within the school subculture. It can be argued that the existence of such general categories when used as the focus for attributional responses in measurement will yield scores representing a respondent's stereotypic perceptions rather than attributions for specific individuals (see Klapp, 1962). By attributing PCI beliefs to general groups as in this study, instead of attributions to specific individuals as in Salerno's study (1975), it is possible that the accuracy prediction may have been compromised for both informal and outside informal groups.

In addition, the inconsistency of the findings in Hypothesis 6, compared to Salerno's reported results, may be explained in a different manner related to the characteristics of the informal groups examined in this investigation. As discussed earlier, there was no large, distinct teacher informal group with an equally distinct student control belief system associated with its membership in Salerno's study. In this investigation, both hearing and non-hearing teacher subgroups were affiliated with a general belief system in regard to pupil control. In Hypothesis 3, hearing teachers tended to view their hearing colleagues (within the informal group) as less custodial in their PCI than they perceived non-hearing teachers. In Hypothesis 4, non-hearing teachers perceived their non-hearing colleagues as more custodial in PCI than they perceived the PCI of hearing teachers. There appears to be a general inclination for non-hearing teachers to perceive their

hearing colleagues (outside the informal) to be less custodial in their PCI than their non-hearing colleagues. This problematic propensity for non-hearing teacher perceptions may have served to confound the interpretation of the data collected for Hypothesis 6 related to the operational definition used by Salerno (1975) and the researcher, particularly in terms of the characteristics of the groups selected for participation in this study.

Accuracy was operationally defined by both researchers as the statistically smaller of the ranges between the means of the differences discussed in Hypothesis 6. The consistently less custodial PCI attributions of non-hearing teachers for hearing teachers resulted in a smaller mean of differences range than non-hearing teacher PCI attributions to non-hearing teachers which, in turn, may have been moderately influenced by the structures of pluralistic ignorance. In Salerno's study (1975), there were no differential characteristics associated with the teacher groups examined with the exception of school level. In the current study, differential characteristics were associated with the hearing and non-hearing teacher groups. As a consequence, the PCI score differences between attributions may be an artifact related to the participants selected for this study in contrast to the composition of the sample in Salerno's investigation.

In Hypothesis 7, it was predicted that there would be a positive relationship between the individual teacher's perception

of the PCI of members within his informal group and the individual teacher's actual PCI. These predictions were based on the actual or self PCI of teachers and their PCI attributions to the informal group. This hypothesis test was a further examination of the basic, overall purpose of Salerno's study (1975) which predicted that individual teachers would be influenced by their perceptions of the views of their informal group colleagues. A Pearson product moment correlation coefficient was employed to test this hypothesis. Separate tests were conducted for non-hearing and hearing teacher groups.

The first test involved the self and informal group PCI relationships of non-hearing teachers. PCI scores of the non-hearing self were correlated with the non-hearing teacher perception of the PCI of the informal group. An  $r$  value of .557 with 32 degrees of freedom was significant at less than the .001 alpha level. The hypothesis was confirmed and it was found there was a significant relationship between a hearing teacher's pupil control beliefs and those beliefs attributed to their informal group.

The second test involved the self and informal group PCI relationships of hearing teachers. PCI scores of the hearing self and the hearing teachers' perception of the PCI of the informal group were correlated. An  $r$  value of .246 was calculated with 82 degrees of freedom which was significant at less than the .05 level. The hypothesis was confirmed and it was found that

there was a significant relationship between a hearing teacher's pupil control beliefs and those beliefs attributed to their informal group.

The calculated correlation coefficients which described the relationships between the personal pupil control beliefs of teachers and those pupil control beliefs attributed to the informal group were confirmed for both hearing and non-hearing subgroups. A higher correlation coefficient (.557) was calculated for the non-hearing group when compared to the correlation coefficient (.246). These findings are consistent with those reported by Salerno (1975) and provide substantiation for the argument that individual teachers would be influenced by their perceptions of the views of their colleagues concerning pupil control.

There is a suggestion that in addition to auditory status, general occupational membership in the teacher subculture tends to press for at least a public support for relatively shared and conservative pupil control norms. Consequently, Hypothesis 8 predicted that there would be a positive relationship between the individual teacher's perception of the PCI of typical teachers outside the informal group and self PCI. This hypothesis was at least in part a replication of Salerno's hypothesis (1975) that teachers would be influenced in their PCI by a larger colleague group. A Pearson product moment correlation  $r$  was employed as the statistical test for this hypothesis. Two tests of significance were conducted - one for the non-hearing group and one for the hearing teacher group.

For the first test, the PCI scores of the non-hearing self were correlated with their PCI attributions to hearing teachers outside the informal group. An  $r$  value of .058 was calculated with 32 degrees of freedom. This value was not significant at less than the .05 alpha level. The hypothesis was not confirmed and it was found that there was not a significant relationship between the non-hearing teachers' PCI and their perception of the PCI of the typical teacher (hearing) outside the informal group.

For the second analysis, the PCI scores of the hearing self and their PCI attributions to non-hearing teachers outside the informal group were correlated. An  $r$  value of .043 was calculated with 82 degrees of freedom which was not significant at less than the .05 alpha level. The hypothesis was not confirmed for hearing teachers. It was indicated that there was not a significant relationship between the hearing teachers' PCI and their perceptions of the PCI of the typical non-hearing teacher outside the informal group.

The overall hypothesis that there would be a significant relationship between the individual teacher's self PCI and his perception of the PCI of teachers outside the informal group was not confirmed. This finding was contrary to the hypothesis test results reported in Salerno's study (1975). In that study, the researcher argued that individual teachers would be influenced in their PCI by a larger collegial group outside the informal group which, according to Salerno, was a more abstract attribution focus

being embodied in the district standard operating procedures, rules, and regulations regarding student control. While the outside the informal groups (either hearing or non-hearing) were less abstract in terms of response stimuli, the hypothesis was, nonetheless, not confirmed.

The findings relative to the relationships between self PCI and PCI attributed to typical members inside and outside of the informal group, though not necessarily accurate attributions as noted in Hypothesis 6 findings, serve to suggest that attribution of PCI to typical colleagues may be more associated with extrapolations of self PCI through attributions to different groups and informal group membership rather than membership in the more general teacher subculture. While previous pluralistic ignorance findings here and elsewhere suggest general teacher support of relatively conservative PCI, it may be important to note that researchers need to proceed with caution about the impact of more abstract teacher associations on individual teacher PCI. McAndrews (1971), Salerno (1975), and Yuskiewicz and Willower (1973) have also cautioned that the more abstract the attribution focus, the less certain the findings.

Additional tests were conducted to provide data for analysis regarding the findings of Hypothesis 7 and Hypothesis 8. The Pearson product moment correlations regarding informal and outside informal group relationships of hearing and non-hearing teachers were calculated with the demographic variables of teacher gender,

school level, and length of teacher experience. Of the twenty-four tests conducted, ten statistically significant relationships emerged. Of these ten significant relationships, nine calculated correlation coefficients were found within the informal group analyses of hearing and non-hearing teachers across demographic variables. The sole significant relationship found outside the informal group was between male non-hearing PCI perceptions to teachers outside the informal group. Six of the statistically significant relationships for the non-hearing teachers group were consistent across each variable - gender, length of teaching experience, and school level. The three statistically significant relationships for the hearing teacher group were found between the informal groups' PCI and female teachers, teachers with five or more years of experience, and teachers at the secondary level. Four negative correlations were found with outside informal attributions of both hearing and non-hearing teacher groups.

The results of these data analyses support the prediction of significant relationships between the individual teacher's perception of the PCI of members of his informal group and self PCI. The data provide a strong argument that teachers are influenced in regard to PCI by the informal group and not influenced by teachers outside the informal group. And, the findings support the general premise that teachers would tend to be socialized by the informal group normative standards pertinent to the control of students. Affiliation with standards of PCI attributed to members



outside the informal group appear to be minimal based on these findings.

For the final data analysis, it was predicted that there would be a closer association between the individual teacher's perception of the informal group's PCI and self PCI (Hypothesis 7) than between the individual teacher's perception of the PCI of teachers outside the informal group and those teachers' PCI (Hypothesis 8). A  $t$  test for dependent correlation coefficients was applied to these hypotheses for hearing and non-hearing groups.

For non-hearing teachers, the calculated  $t$  value of 7.10 exceeded the critical value of 3.65 at less than the .001 level of probability. The hypothesis was confirmed for non-hearing teachers and it was concluded that there was a closer association between a non-hearing teacher's perception of the informal group's PCI and the perception of the PCI of teachers outside the informal group.

The statistically significant relationship between a non-hearing teacher and members of his informal group in regard to PCI appears to be reasonable, particularly in light of the cultural ties which exist within this teacher subgroup. The close bonds felt among non-hearing individuals in social and professional circles has been amply described by Schein (1968) and more recently by Higgins (1980). The nature of the social and professional ties among similarly handicapped individuals would reinforce strong informal group structures particularly relative to beliefs regarding discipline used with similarly handicapped students as

opposed to structures associated with the counter culture of the "hearing world."

Throughout the course of the interview process, most notably with non-hearing teachers, a stable pattern of self-group identity with regard to a conservative pupil control belief system was apparent. It was observed that when non-hearing teachers described their own pupil control beliefs and experiences, their discussions often contained disparaging references to those outside of their group (e.g., "hearing", "hearies") which also were accompanied by disapproving nods and frowns or a condescending "rolling of the eyes." In addition, the references to a number of hearing teachers by non-hearing teachers were frequently complemented with signed mock caricatures which pointed to a negatively derisive feature of the individual and was generally understood by other non-hearing teachers. There also appeared to be a negative attribution to teachers who were hard of hearing or deaf with excellent speaker/speech-reading skills, as being part of the "hearing world." They were identified with the sign of "speech" originating on the forehead instead of the mouth. These sign patterns which appeared during communications among non-hearing teachers served to support the results of the first test of the final hypothesis of this study which replicated the results reported by Salerno (1975). The results of this study confirmed a closer relationship between the individual teacher's PCI and the perception of the PCI of teachers within his informal group as opposed to perceptions of the PCI of

teachers outside the informal group.

For hearing teachers, the calculated  $t$  value of 1.38, though in the predicted direction, did not exceed the value required (1.99) at less than the .05 level of probability. The hypothesis was not confirmed for hearing teachers, and it was found that there was not a closer association between a hearing teacher's perception of the informal group's PCI than the perception of the PCI of teachers outside the informal group.

Unlike the non-hearing group, the hearing group is not particularly homogeneous professionally, socially, or culturally. It should be recalled that the non-hearing teacher range on the self PCI (see Table 2) was 42-80 while the hearing teacher range in the self PCI was 29-92 which indicates the variability in PCI beliefs within the latter group. While non-hearing teachers are relegated to only several collegiate teacher training centers, involving other teachers in training with similarly shared cultural and professional experiences, the hearing teacher group is characterized by its professional social, and cultural diversity. This point was neatly made by one non-hearing teacher who noted "if a hearing teacher comes from a good teacher training program [presumably with other deaf graduate students] with deaf professors and adult deaf, they seem to know more about their job and deafness." With a similar view, another non-hearing teacher concluded, "we have a culture, they don't."

Diversity of hearing teacher goals was noted by a non-hearing teacher: "we are here for one reason; the hearing are here for many different reasons." In general, the hearing teacher group, being more heterogeneous in terms of beliefs, values, and cultural experiences which are accentuated by diverse motivational factors for entering this specialized field of education, would not be likely to exhibit a cohesive belief system toward the control of students. It is reasonable to predict that such factors as those just mentioned would preclude the hearing group from having a clearly distinct belief system, as in their PCI, when compared to the non-hearing group and possibly even to have members within their ranks align themselves with non-hearing teachers.

#### RECOMMENDATIONS

In this section, several ideas are presented which may assist future researchers in expanding the same or related lines of inquiry. The essential purpose is to advance current knowledge and at least provide indirect implications for administrative practice in special education settings, particularly schools for the hearing impaired. Of primary importance is this study's design which offers additional knowledge concerning structural features within a teacher subculture in a residential school for the deaf regarding differential staff beliefs pertinent to the control of students. Information gained via the examination of hearing and non-hearing teacher pupil control beliefs and the related phenomenon of pluralistic ignorance could be of benefit for administrators engaged in the process of planned

organizational change. It was argued earlier that a conservative pluralistic ignorance regarding PCI among teachers can be a hindrance to the process of educational innovation. In addition, failure on the part of administrators to acknowledge the presence of misperceived staff beliefs in regard to PCI would also have negative ramifications for the understanding of the implementation of innovation which can contribute to effective teaching and learning in schools for the deaf.

The results reported in this investigation indicate that pupil control beliefs held by teachers are in the custodial direction. Further, it was noted that the degree of pluralistic ignorance exceeded the conservative PCI attributions reported in previous research in this area (McAndrews, 1971; Packard, 1970; Salerno, 1975; Yuskiewicz and Willower, 1973). To further explore these issues, in the context of the education of the deaf, a departure from research trends of the past may be warranted.

The field of deaf education has been marked by the manual/oral communication philosophy for more than one hundred and fifty years. With schools espousing their own communication philosophy and corresponding belief systems and practices for instruction, conservatism is a pervasive feature of decision-making in schools for the hearing impaired (Scouten, 1984). While conservative philosophic views and practices have long been associated with the

education of the deaf, it not only has had an impact upon the process of the education, but on the direction of related research as well. An ERIC search for investigations focused on teachers of the hearing impaired yields only a lengthy inventory of studies, much of which directly or indirectly supports the efficacy of one communication approach and correspondent practices over that of another. A more detailed analysis of these data generally offers little or no informational studies on teacher-teacher or teacher-administrator relationships, particularly with a focus on either hearing or non-hearing teachers. It is hoped that this data will serve as a springboard for further investigations along these lines of research in the following recommended areas:

1. The opportunity for investigations of social systems within schools for the hearing impaired are wide-ranging. A logical extension of this study is to explore the question of whether the phenomenon of pluralistic ignorance also exists in other schools for the hearing impaired. Are the findings of this study generalizable to other settings for the hearing impaired? Are there differential beliefs systems regarding pupil control in day schools as opposed to residential schools for the deaf? It would be interesting to conduct studies in other deaf education settings and analyze the characteristics of these interactions. Comparative studies would be of benefit by providing additional and helpful information for educational administrators in such settings.

2. In another direction, future research could be focused on the question of whether the phenomenon of pluralistic ignorance also exists in other areas of school life in addition to PCI. Are teacher pupil control behaviors more lenient in the privacy of their classrooms as opposed to those exhibited in more public places? Do teachers misperceive federal and state regulations in a systematic manner? Are there shared misperceptions regarding community views toward the process of deinstitutionalization of the more severely handicapped deaf individuals? Does a strong informal faculty structure, as found in this study among non-hearing faculty, have a positive or negative influence on the school organization? How can administrators use knowledge of the informal structure of their buildings or schools for effective attainment of these goals? One theory seems apparent. Any change implemented by administrators that conflicts with teacher ideology about pupil control, particularly non-hearing teachers, is not likely to be successful. Perhaps more desirable structure is possible which does not necessarily conflict with teacher ideology.

3. The service delivery arrangements offered by residential schools for the deaf as total institutions provide a virtually unexplored area of research. Such research is critical to the overall psycho-social development of the deaf child. PCI attitudes of professional and non-professional caretaking personnel may provide interesting analyses. In view of the fact that a high percentage of after-school caretaking personnel are non-hearing,

investigations of pupil control belief systems and pluralistic ignorance as a part of a social system analysis would yield valuable information regarding another area of the total institution.

4. There is a need to replicate Salerno's (1975) sociometric techniques as a basis for retesting informal system relationships from this study. Such analyses may yield more data about teacher informal systems in the context used for this study. It may also clarify differences in findings from this study and Salerno's work.

5. The result of the combined qualitative/quantitative methodology provided a large body of information which can serve as the basis for additional research. The primary database was derived from the personal beliefs and experiences of hearing and non-hearing teachers resultant from their interactions within the school culture. As these experiences were related to the researcher, a considerable degree of conflict, stress, and hostility was in evidence within the informal systems of each group. These feelings appeared to remain submerged until discussed later within the confines of their informal group memberships. Seldom were members of each informal group afforded an opportunity to express their ambivalent feelings.

Stress and suppressed feelings did appear in situations when members of each group were relegated to working in cooperative efforts (e.g., in curriculum meetings, club sponsorship activities,



supervisory duties, etc.). Statements such as "they act so condescending to deaf people...if we disagree with something, they say that we didn't understand and then they re-explain themselves as if we were ignorant" or "they [non-hearing] expect us to do everything for them; they're all talk and no action" are illustrative of the more vocal feelings vented by individuals during the interview process. Additional opinions, as "they [hearing] are so paternalistic as if they know what is good for us", "they take out their frustrations with the hearing world on us", and/or "we [hearing] get used and abused" signify several areas of animosity felt by members of both teacher subgroups during the course of their daily interactions. These areas should also be explored in future research. Such data, when collected may be of enormous benefit for administrators in providing appropriate in-service and staff development activities in which hearing and non-hearing beliefs can be aired and acknowledged. In this manner, the effects of pluralistic ignorance regarding the belief systems of professional and non-professional personnel in facilities for the hearing impaired can be mitigated, thereby allowing for the improvement of education and learning for students who may need it the most - the young handicapped deaf.

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## **APPENDICES**

## **APPENDIX A**



### INFORMATION

On the following four identical forms there are twenty statements about teaching. Please notice that each form has a different heading. The first form (Form 1) asks you to respond to the statements with regard to your own feelings about them.

The second form (Form 2) asks you to respond in the manner you believe the typical hearing teacher in your building would respond.

The third form (Form 3) asks you to respond in the manner you believe the typical non-hearing or deaf teacher would respond.

Our purpose is to gather information about the actual and attributed attitudes of educators concerning these statements.

You will recognize that the statements are such that there are no correct responses. We are interested in your frank opinion of how you feel and how you think others feel about them.

Your response will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

Upon completion, submit these forms to your Supervising Teacher who will return them to me. No other individuals will have access to this information.

## **APPENDIX B**

## DATA SHEET

**INSTRUCTIONS:** Please complete this sheet by responding to each item.

1. SEX: ( ) Male ( ) Female
2. AUDITORY STATUS: ( ) Deaf ( ) Hearing
3. PRESENT POSITION: ( ) Teacher ( ) Principal
4. SCHOOL LEVEL: ( ) Elementary/Junior High  
( ) Senior High  
( ) Vocational
5. EXPERIENCE: Experience in years as of the end of the current school year as a teacher:  

1 to 2 years	3 to 5 years	6 to 10 years	11 or more
( )	( )	( )	( )

## **APPENDIX C**

## FORM 1

**INSTRUCTIONS:** Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

Circle each item as you believe about them.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. It is desirable to require pupils to sit in assigned seats during assembles.                                  | SA | A | U | D | SD |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.                           | SA | A | U | D | SD |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.                          | SA | A | U | D | SD |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils.                        | SA | A | U | D | SD |
| 5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.          | SA | A | U | D | SD |
| 6. The best principals give unquestioning support to teachers in disciplining pupils.                            | SA | A | U | D | SD |
| 7. Pupils should not be permitted to contradict the statements of a teacher in class.                            | SA | A | U | D | SD |
| 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. Too much pupil time is spend on guidance and activities and too little on academic preparation.               | SA | A | U | D | SD |
| 10. Being friendly with pupils often leads them to become too familiar.  | SA | A | U | D | SD |

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 11. It is more important for pupils to learn to obey rules than that they make their own decisions.      | SA | A | U | D | SD |
| 12. Student governments are a good "safety valve" but should not have much influence on school policy.   | SA | A | U | D | SD |
| 13. Pupils can be trusted to work together without supervision.  | SA | A | U | D | SD |
| 14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.        | SA | A | U | D | SD |
| 15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | SA | A | U | D | SD |
| 16. A few pupils are just young hoodlums and should be treated accordingly.                              | SA | A | U | D | SD |
| 17. It is often necessary to remind pupils that their status in school differs from that of teachers.    | SA | A | U | D | SD |
| 18. A pupil who destroys school material or property should be severely punished.                        | SA | A | U | D | SD |
| 19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.                | SA | A | U | D | SD |
| 20. Pupils often misbehave in order to make the teacher look bad.  | SA | A | U | D | SD |

## **APPENDIX D**

## FORM 2

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

Circle each item as you believe the typical hearing teacher would.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. It is desirable to require pupils to sit in assigned seats during assembles.                                  | SA | A | U | D | SD |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.                           | SA | A | U | D | SD |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.                          | SA | A | U | D | SD |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils.                        | SA | A | U | D | SD |
| 5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.          | SA | A | U | D | SD |
| 6. The best principals give unquestioning support to teachers in disciplining pupils.                            | SA | A | U | D | SD |
| 7. Pupils should not be permitted to contradict the statements of a teacher in class.                            | SA | A | U | D | SD |
| 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. Too much pupil time is spend on guidance and activities and too little on academic preparation.               | SA | A | U | D | SD |
| 10. Being friendly with pupils often leads them to become too familiar.  | SA | A | U | D | SD |



- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 11. It is more important for pupils to learn to obey rules than that they make their own decisions.      | SA | A | U | D | SD |
| 12. Student governments are a good "safety valve" but should not have much influence on school policy.   | SA | A | U | D | SD |
| 13. Pupils can be trusted to work together without supervision.  | SA | A | U | D | SD |
| 14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.        | SA | A | U | D | SD |
| 15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused. | SA | A | U | D | SD |
| 16. A few pupils are just young hoodlums and should be treated accordingly.                              | SA | A | U | D | SD |
| 17. It is often necessary to remind pupils that their status in school differs from that of teachers.    | SA | A | U | D | SD |
| 18. A pupil who destroys school material or property should be severely punished.                        | SA | A | U | D | SD |
| 19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.                | SA | A | U | D | SD |
| 20. Pupils often misbehave in order to make the teacher look bad.  | SA | A | U | D | SD |

## **APPENDIX E**

## FORM 3

**INSTRUCTIONS:** Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

Circle each item as you believe the typical non-hearing teacher would.

- |  |    |   |   |   |    |
|--|----|---|---|---|----|
| 1. It is desirable to require pupils to sit in assigned seats during assembles.                                  | SA | A | U | D | SD |
| 2. Pupils are usually not capable of solving their problems through logical reasoning.                           | SA | A | U | D | SD |
| 3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.                          | SA | A | U | D | SD |
| 4. Beginning teachers are not likely to maintain strict enough control over their pupils.                        | SA | A | U | D | SD |
| 5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.          | SA | A | U | D | SD |
| 6. The best principals give unquestioning support to teachers in disciplining pupils.                            | SA | A | U | D | SD |
| 7. Pupils should not be permitted to contradict the statements of a teacher in class.                            | SA | A | U | D | SD |
| 8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application. | SA | A | U | D | SD |
| 9. Too much pupil time is spend on guidance and activities and too little on academic preparation.               | SA | A | U | D | SD |
| 10. Being friendly with pupils often leads them to become too familiar.  | SA | A | U | D | SD |

11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

## VITA

James Alan Rocco Vitagliano, son of Rocco and Sophia Vitagliano, was born in Norwich, Connecticut on May 21, 1943. He attended Smith Avenue School, Greenville Elementary School, and was graduated from Norwich Free Academy in 1961.

He attended Mitchell College in New London, Connecticut, for two years and served in the United States Army as a Personnel Administration Specialist. Upon leaving military service, he transferred to Eastern Connecticut State University in Willimantic and received a Bachelor of Arts degree with a major in History in 1967.

He enrolled in the Teacher Education Program at Eastern Connecticut State University in 1967, and enrolled in a graduate program in History at Wesleyan University in Middletown, Connecticut in 1969. He received a Master of Science degree in Education at Eastern Connecticut State University in 1972, and received a Master of Arts degree in History at Wesleyan University in 1973.

During this period, he taught History at the Captain Nathan Hale School and Coventry High School. In 1974, he enrolled in the Deaf Education Program at Smith College in Northampton, Massachusetts. After a year of graduate study, he received a Master's in the Education of the Deaf in 1975.

In 1975, he relocated to Atlanta, Georgia, with his two children, and served as an instructor and coordinator of the Multihandicapped Department for five years at the Atlanta Area School for the Deaf. He also enrolled in an Educational Specialist Degree Program at the Georgia State University in Atlanta.

In 1979, he assumed the position of Supervisor of the Multihandicapped Department at the Louisiana School for the Deaf in Baton Rouge. In 1981, he received a Specialist Degree in Curriculum and Instruction from Georgia State University. During that year, he enrolled in the Doctoral Program in the Department of Administrative and Foundational Services at the Louisiana State University in Baton Rouge.

Since 1983, he has served as the Education Consultant at the Statewide Assessment Center for the Hearing Impaired, domiciled on the campus of the Louisiana School for the Deaf.

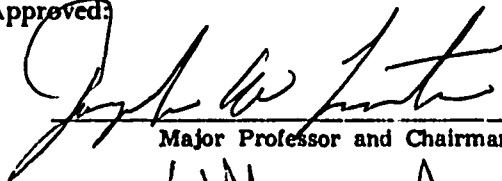
**DOCTORAL EXAMINATION AND DISSERTATION REPORT**

**Candidate:** James Alan Vitagliano

**Major Field:** Education Administration

**Title of Dissertation:** Pupil Control Ideology and Pluralistic Ignorance in a Residential Facility for the Hearing Impaired: Hearing and Non-Hearing Teacher Perspectives.

Approved:

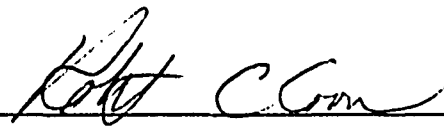


Major Professor and Chairman

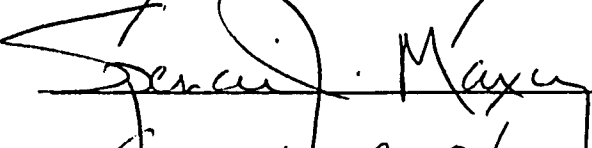



Dean of the Graduate School

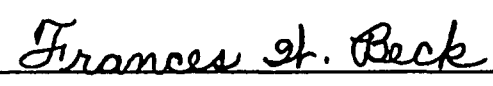
**EXAMINING COMMITTEE:**











\_\_\_\_\_

**Date of Examination:**

\_\_\_\_\_

November 8, 1985

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